Laotian for Missionaries

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Grammar-Task Index

The following list gives examples of grammar principles that may be most helpful in teaching certain principles and performing certain tasks. This list is only a general guide and is not exhaustive. It is very likely that you will need to learn additional grammar to perform these tasks effectively, and it is also possible that you will not need to extensively use some of the principles listed here to perform the tasks they are listed with.

Your investigators' needs, not this list, should govern your language study. You should carefully determine what you should teach to fulfill your investigators' needs, and use that to determine the grammar you study. In addition, you should remember that learning to perform these tasks and teach these principles is not an end unto itself, but a means to fulfill your purpose as a missionary.

Most principles and tasks have both "basic" and "additional" grammar principles. Missionaries just starting out may want to focus on the basic principles before learning the additional ones.

Principle/Task	Basic	Additional
Lesson 1		
God is Our Loving Heavenly Father	Subect Pronouns; To Be-ເປັນ, ແມ່ນ/ຄື, ຢູ່; Royal Language; Possessives	Adjectives; "For"- all six ways
The Gospel Blesses Families	Locality; "ໃຫ້"-all four ways: Family Relations	Classifiers; Comparisions, Same, and Similar
Heavenly Father Reveals His Gospel in Every Dispensation	Time Expressions; Direction of Action; "ໃຫ້"-all four ways	Subject Pronouns; Cause and Effect
The Savior's Earthly Ministry and Atonement	Royal Language; Passive Construction; Direction of Action; Possessives; "For"- all six ways	Changing Verbs into Nouns for Occupations
The Great Apostasy	Time Expressions; Passive Construction; Changing Verbs into Nouns using ການ, ຄວາມ, ຄຳ, and ຂອງ	Changing Verbs into Nouns for Descriptions
The Restoration of the Gospel of Jesus Christ through Joseph Smith	Time and Date; Family Relations; Verbs of Locomotion; Relative Quantity; Cause and Effect	Tenses; Alternate Uses of Question Words; Changing Verbs into Nouns for Occupations
The Book of Mormon: Another Testament of Jesus Christ	To Be-ເປັນ, ແມ່ນ/ຄື, ຢູ່; Adjectives; Demonstratives; ວ່າ: a Verbal Colon	Classifiers; Localtiy; Royal Language
Pray to Know the Truth through the Holy Ghost	Changing Verbs into Nouns using ການ, ຄວາມ, ຄຳ, and ຂອງ; Cause and Effect; Adverbs; To Request/formally ask-ຂໍ	Colloquial Particles and Filler Words; Royal Language; ວ່າ: a Verbal Colon
Lesson 2		
Pre-Earth Life: God's Purpose and Plan for Us	Time Expressions; Questions; Subject Pronouns	Have you ever-ເຄີຍ; Accompanyment; Royal Language
The Creation	Royal Language; Time Expressions	Tenses
Agency and the Fall of Adam and Eve	Negative Commands; Passive Construction; Subject Pronouns	To Be-ເປັນ, ແມ່ນ/ຄື, ຢູ່; Adjectives
Our Life on Earth	Questions; Locality; "For"- all six ways	Possessives; Remainders
The Atonement	Royal Language; "For"- all six ways; Cause and Effect	Possessives; Prepositions; Numbers
The Spirit World	Locality; Verbs of Locomotion; Prepositions; Changing Verbs into Nouns for Descriptions	Demonstratives; To Be-ເປັນ, ແມ່ນ/ຄື, ຢູ່
The Resurrection, Judgment, and Immortality	Passive Construction; Time Expressions; Adjectives	Royal Language
Kingdoms of Glory	Adjectives; Locality;To Be-ເປັນ, ແມ່ນ/ຄື, ຢູ່; Changing Verbs into Nouns for Descriptions; Demonstratives; Comparisions, Same, and Similar	Classifiers; Accompanyment; Accompanyment
Lesson 3		
Through Jesus Christ We Can Be Cleansed from Sin	Passive Construction; Can, to be able to; "For"- all six ways	Royal Language

Faith in Jesus Christ	To Be-ເປັນ, ແມ່ນ/ຄື, ຢູ່; Subject Pronouns	ວ່າ: a Verbal Colon; Royal Language
Repentance	Possessives; “For”- all six ways	To Be-ເປັນ, ແມ່ນ/ຄື, ຢູ່
Baptism, Our First Covenant	Prepositions; Verbs of Locomotion;	Royal Language
The Gift of the Holy Ghost	Accompanyment; Royal Language	Adverbs
Endure to the End	Accompanyment; Prepositions; “For”- all six ways	“For”- all six ways; “Also”; Comparisions, Same, and Similar
Lesson 4		
Obedience	Adverbs; Cause and Effect	Colloquial Particles and Filler Words
Pray Often	Adverbs; Direction of Action; Frequency of Events; Cause and Effect	“ໃຫ້”-all four ways; “For”- all six ways; Changing Verbs into Nouns using ການ, ຄວາມ, ຄຳ, and ຂອງ
Study the Scriptures	Adverbs; “For”- all six ways; Frequency of Events; Cause and Effect	“ໃຫ້”-all four ways; “For”- all six ways
Keep the Sabbath Day Holy	Time and Date; Negative Commands	Possessives; Frequency of Events
Baptism and Confirmation	To Be-ເປັນ, ແມ່ນ/ຄື, ຢູ່; Prepositions	Direction of Action
Follow the Prophet	Subject Pronouns; Commands	Colloquial Particles and Filler Words
Keep the Ten Commandments	Commands; Negative Commands; Cause and Effect	“For”- all six ways
Live the Law of Chastity	Negative Commands; “Also”; Cause and Effect	Possessives; Colloquial Particles and Filler Words
Obey the Word of Wisdom	Negative Commands; “Also”; Relative Quantity; Cause and Effect	Colloquial Particles and Filler Words; Possessives
Keep the Law of Tithing	Opening and Closing; Alternate Uses of Question Words; “Also”; Relative Quantity	Colloquial Particles and Filler Words; Possessives
Observe the Law of the Fast	Negative Commands; Commands; Frequency of Events	Possessives; Changing Verbs into Nouns using ການ, ຄວາມ, ຄຳ, and ຂອງ
How to Donate Tithes and Offerings	Questions; Demonstratives	Frequency of Events
Obey and Honor the Law	Negative Commands; Cause and Effect	Colloquial Particles and Filler Words; Tenses
Lesson 5		
Priesthood and Auxiliaries	Accompanyment; “ໃຫ້”-all four ways	Royal Language
Missionary Work	“For”- all six ways; Prepositions	Direction of Action; Relative Quantity
Eternal Marriage	Accompanyment; Family Relations; Can, to be able to	Royal Language; Possessives; Adjectives; Comparisions, Same, and Similar
Temples and Family History	Family Relations; Possessives	Can, to be able to
Service	Adjectives; Adverbs; Relative Quantity	“For”- all six ways
Teaching and Learning in the Church	“For”- all six ways; Relative Quantity	“Also”; Changing Verbs into Nouns using ການ, ຄວາມ, ຄຳ, and ຂອງ
Enduring to the End	Adverbs; Accompanyment; Remainders	Tenses; “Also”; Comparisions, Same, and Similar
Missionary Tasks		
Ask Questions	Questions; Negation; Subject Pronouns	Locality; Classifiers; Cause and Effect; Colloquial Particles and Filler Words
Conduct a Meeting	Opening and Closing; Time Expressions	Subject Pronouns; To Be-ເປັນ, ແມ່ນ/ຄື, ຢູ່;
Explain Priesthood Ordinances	Adjectives; To Be-ເປັນ, ແມ່ນ/ຄື, ຢູ່; Prepositions	Royal Language
Extend Commitment Invitations	To Request/formally ask-ຂໍ; Questions	Colloquial Particles and Filler Words
Follow up on Commitments	Negation; Cause and Effect; Demonstratives; Finished yet, yes/no?	Tenses; Relative Quantity
Get to Know Someone	Subject Pronouns; Classifiers; Locality; Questions; Family Relations	Colloquial Particles and Filler Words; Possessives; Have you ever-ເຄີຍ; Numbers
Give Directions	Locality; Verb of Locomotions; Demonstratives	Cause and Effect; Bringing and Taking; Classifiers

Help People Resolve Their Concerns	Questions; Subject Pronouns; Demonstratives	Possessives; Have you ever-ເຄີຍ
Make a Telephone Call	Locality; Subject Pronouns; Numbers	Colloquial Particles and Filler Words
Make Appointments	To Request/formally ask-ຂໍ; Questions; Time and Date; Numbers	Demonstratives; Bringing and Taking
Make Purchases	Questions; Numbers; Classifiers; Demonstratives	Adjectives; Bringing and Taking
Meet Someone	Subject Pronouns; Family Relations; Questions; Have you ever-ເຄີຍ	Colloquial Particles and Filler Words; Possessives
Obtain Referrals	To Request/formally ask-ຂໍ; Questions; Alternate Uses of Question Words; Locality	Colloquial Particles and Filler Words; Possessives
Offer a Prayer	Royal Language; "For"- all six ways; Subject Pronouns;	Changing Verbs into Nouns using ການ, ຄວາມ, ຄຳ, and ຂອງ; Possessives
Perform Priesthood Ordinances	Royal Language; Prepositions	Direction of Action
Plan Daily and Weekly Activities	Time and Date; Frequency of Events; Locality	"For"- all six ways; Numbers
Share an Experience	Time Expressions; Possessives; Locality	To Be-ເປັນ, ແມ່ນ/ຄື, ຢູ່; Classifiers; Relative Quantity
Talk with Everyone	Subject Pronouns; Questions	Have you ever-ເຄີຍ
Teach Others How to Pray	Royal Language; "For"- all six ways; Subject Pronouns	Possessives; Changing Verbs into Nouns using ການ, ຄວາມ, ຄຳ, and ຂອງ
Testify	ວ່າ: a Verbal Colon, Adjectives; To Be-ເປັນ, ແມ່ນ/ຄື, ຢູ	Royal Language; "Also"; Comparisions, Same, and Similar
Use the Scriptures	Numbers; Opening and Closing; Royal Language; Demonstratives	To Be-ເປັນ, ແມ່ນ/ຄື, ຢູ່; Questions; Classifiers

How to Use This Book

Organization of the Grammar

The grammar principles in this manual are organized by language functions. *Preach My Gospel* teaches that you should focus your language study "on improving your ability to communicate and teach during scheduled activities" (129). Your language study will be most effective as you think about those that you will be teaching each day, study the grammar principles within the function that most relates to what you will do with those investigators, and think about how you can improve the way you use what you have studied throughout the day.

For example, if you struggle with relating the Joseph Smith story effectively when you teach, you might turn to the function titled "Narrating experiences and telling stories." You could then study the grammar principles listed in that function, thinking about how you could apply those grammar principles in upcoming teaching situations when you might present the Joseph Smith story.

The purpose of this manual is not simply to teach you grammar, but more importantly to help you prepare to teach with greater power and clarity in your mission language.

Grammar Activities

The activities in each grammar lesson build on each other. They begin with drill activities that help you practice using a grammar principle and translating sentences. They then move toward helping you use the grammar principle as you speak and communicate with others. As you perform the activities, think about **how you will apply** what you are learning in upcoming teaching appointments and other scheduled activities. The activities are designed so that you can do them more than once, thinking about different investigators or teaching situations as you do them. For example, a scripture activity may ask you to identify certain grammar principles from a verse and then prepare to share that scripture with an investigator who may benefit from hearing it. You will approach this activity differently depending on the specific needs and situation of each investigator you will be teaching. The grammar principle will be the same, but how you use it may vary.

In this manual, you will find many different kinds of activities. Make sure to read the instructions for each activity and follow them closely. For example, an activity may tell you to do something with a scripture, then teach your companion a lesson based on what you learned. Make sure to do each step in the activity, especially the teaching practice with your companion.

* **Using Native Speakers** – "There is no substitute for talking with native speakers of the language" (*Preach My Gospel*, 129). Any activity that is designated to be done with your companion can also be done with a native speaker from the area where you are serving. In every area where you serve, **you should find a native speaker who could help you with the language and who will give you honest and direct feedback**. You may have them do activities with you from this manual that ask you to seek feedback from a companion or native speaker. If your companion is also learning the language, regardless of how proficient he or she is, you should make extra efforts to find a native speaker who can help you find areas for improvement and help you master the language. Make sure your conduct is appropriate as you work with native speakers.

> "It is extremely important that you stay with your companion at all times. Never make exceptions to this standard for activities that seem innocent but take you away from each other, including being in different rooms in the same building or in a home. Never be alone with, flirt with, or associate in any other inappropriate way with anyone of the opposite sex." (*Missionary Handbook*, 30–33)

Different Ways to Use This Manual

You can use this manual in several different ways to meet your needs, depending on how well you know the language, how long you have been in the mission field, and who you are teaching. For example, a missionary who is new in the mission field may find it most helpful to start at the beginning of the book, review every principle that they learned in the MTC, and then apply it in their daily activities. A more advanced missionary may find it more useful to review grammar principles from the different language functions they will have to use each day to better meet the needs of individual investigators. A trainer, with his or her new companion, may use a Companion Activity that covers a principle with which his companion really struggles.

The way that you use this manual will probably change as your language skills improve throughout your mission. However, no matter how you use it, make sure that you are doing what best meets your language needs and are not just doing grammar activities to fill your language study time. You will be most effective as you think about specific investigators or teaching situations as you do different activities from this manual.

Laotian Alphabet and Pronunciation Guide

Alphabet and Pronunciation

Below is each ***consonant*** of the Laotian alphabet followed by its name, romanization, and sound.

ພະຍັນຊະນະ = consonants

Letter	*Name*	*Romanized*	*English Equivalent and Example*	Letter	*Name*	*Romanized*	*English Equivalent and Example*
ກ	ກໍ ໄກ່	k	“g” as in good	ຟ	ຟໍ ໄຟ	f	“f” as in forget
ຂ	ຂໍ ໄຂ່	kh	“c” as in Christmas	ມ	ມໍ ແມວ	m	“m” as in mother
ຄ	ຄໍ ຄວາຍ	kh	“c” as in career	ຢ	ຢໍ ຢາ	y	“y” as in yo-yo
ງ	ງໍ ງົວ	ŋ	“ng” as in sing	ລ	ລໍ ລີງ	l	“l” as in late
ຈ	ຈໍ ຈອກ	ch	“j” as in jam	ຣ	ຣໍ ຣົດ	l	““l” as in lobster
ສ	ສໍ ເສືອ	s	“s” as in surf	ວ	ວໍ ວິ	w	“**w**” as in wagon (Some accents pronounce this letter as a “v”)
ຊ	ຊໍ ຊ້າງ	s	“s” as in sock	ຫ	ຫໍ ຫ່ານ	h	“h” as in hat
ຍ	ຍໍ ຍຸງ	ñ	“ny” as in onion	ອ	ອໍ ໂອ	?	“?” (used as a place marker)
ດ	ດໍ ເດັກ	d	“d” as in delivery (soft “d” sound)	ຮ	ຮໍ ເຮືອນ	h	“h” as in help
ຕ	ຕໍ ຕາ	t	“dt” as in door (hard “d” sound)	ຫງ*		ŋ	“ng”
ຖ	ຖໍ ຖົງ	th	“t” as in turtle	ຫຍ*		ñ	“ny”
ທ	ທໍ ທຸງ	th	“t” as in taxi	ຫນ*		n	“n”
ນ	ນໍ ນົກ	n	“n” as in nurse	ຫມ*		m	“m”
ບ	ບໍ ໃບ້	b	“b” as in badge (soft “b” sound)	ຫລ*		l	“l”
ປ	ປໍ ປາ	p	“bp” as in bucket (hard “b” sound)	ຫວ*		w	“w”
ຜ	ຜໍ ເຜິ້ງ	ph	“p” as in panther				
ຝ	ຝໍ ຝົນ	f	“f” as in factory				
ພ	ພໍ ພູ	ph	“p” as in purple				

* The ຫ before each of these consonants is silent and the consonant that it is following is pronounced. As will be seen later, these special consonants have their purpose with tones.

ສະຫລະ = vowels

Vowel	Romanized	Length of Vowel	English Equivalent and Example	Vowel	Romanized	Length of Vowel	English Equivalent and Example
xะ	a?	short	“a” as in father	เxาะ	ɔ?	short	“o” as in stop
xั	a	middle	“a” as in father	xໍ	ɔɔ	long	“o” as in stop
xา	aa	long	“a” as in father	xอx	ɔɔ	long	“o” as in stop
xิ	i	short	“i” as in tip	เxิ	ə	short	See Below
xี	ii	long	“ee” as in see	เxี	əə	long	See Below

Vowel	Romanized	Length of Vowel	English Equivalent and Example	Vowel	Romanized	Length of Vowel	English Equivalent and Example
◌ິ	ɯ	short	See Below	◌ັ◌ຽ	ia?	short	“ia” as in Mar<u>ia</u>
◌ີ	ɯɯ	long	See Below	◌◌ຽ	ia	long	“ia” as in Mar<u>ia</u>
◌◌	u	short	“u” as in b<u>oo</u>t	◌◌◌	ia	long	“ia” as in Mar<u>ia</u>
◌ู	uu	long	“u” as in b<u>oo</u>t	◌◌ອ	ɯa	short	See Below
◌◌ະ	e?	short	“e” as in l<u>e</u>t	◌◌ອ	ɯɯa	long	See Below
◌ັ◌◌	e	middle	“e” as in l<u>e</u>t	◌ົ◌ະ	ua?	short	combine “oo” as in b<u>oo</u>t with “a” as in f<u>a</u>ther
◌◌	ee	long	“e” as in l<u>e</u>t	◌ົ◌	ua	long	combine “oo” as in b<u>oo</u>t with “a” as in f<u>a</u>ther
◌◌◌ະ	ɛ?	short	“a” as in <u>a</u>pple	◌◌◌◌	ua	long	combine “oo” as in b<u>oo</u>t with “a” as in f<u>a</u>ther
◌◌ັ◌◌	ɛ	middle	“a” as in <u>a</u>pple	◌ໃ◌	ai	middle	“ay” as in b<u>uy</u>
◌◌◌	ɛɛ	long	“a” as in <u>a</u>pple	◌ໄ◌	ai	middle	“ay” as in b<u>uy</u>
◌ໂ◌ະ	o?	short	“o” as in b<u>o</u>ne	◌ົ◌	ao	middle	“aw” as in c<u>ou</u>ch
◌ໂ◌	oo	long	“o” as in b<u>o</u>ne	◌◌	am	middle	“am” as in cl<u>am</u>
◌ົ◌	o	long	“o” as in b<u>o</u>ne	◌◌ຍ	ɔɔi	middle	“oy” as in b<u>oy</u>

Note: The **X** represents a consonant and shows the position of the vowel in relation to the consonant.

Pronunciation

Laotian is almost always pronounced exactly as it is written. The pre-communist style of writing has a few assumed vowels and rules but the post-communist version is used for all church materials except the current copy of the Book of Mormon. It is important to distinguish between long and short vowels. By looking at the romanization, where there are two of the same vowels, the sound is longer. Where there is one vowel or two different vowels, you can know it is a short sound. Tones will be discussed later in the tones lesson. Most of the Laotian consonants and vowels have sounds that are equivalent to sounds from the English alphabet, but there are a few exceptions. Below are the three vowels which are most difficult for native English speakers to pronounce.

◌ິ / ◌ີ	◌ึ / ◌ื	◌ิอ / ◌ีอ
These vowels sound like a grunt. Stick your chin out, keep your teeth closed and give a grunt. They both sound the same, but the first one is short and the second one is long.	These vowels sound similar to the grunt vowel , ◌ิ, but are not as rough. This is in the back of your throat, not in the front of your mouth. It sounds like “er” in the back of your throat.	This vowel combination is made from combining the grunt from the ◌ิ vowel and “a” as in f<u>a</u>ther. They both sound the same, but the first one is short and the second one is long.

Note: Pay close attention to how natives pronounce the vowels, especially those from the list above, and try your best to mimic what you hear.

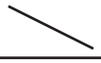
Laotian Tone Chart

Introduction

Tones are positive, negative, or neutral influxes in the voice. A common tone that English-speakers use is the added positive influx at the end of a question. **Ex: Will you read Alma 40? (the speaker's voice goes up at the end to signify a question)** Laotian, unlike English, uses tones to identify a word. That is why Laotian sounds like a mini-rollercoaster with the words going up and down. Tones are used in Laotian to distinguish a word, and in fact, the wrong tone spoken with the correct consonants and vowels may mean a completely different word. That is why it is important to learn the correct tone which correlates with each word. In a sense, the tone is a part of the word, and the tone is built into the spelling of the word. The tone chart below will help you to know which tone to give to each word.

Tone Chart

Follow the instructions below to learn how to use the tone chart.

	- Long Vowel ending - Special Vowel - Words ending with ງ ມ ນ ອ ຍ	- Long Vowel with ກ ດ ບ ending consonants	- Short vowel ending - Short vowel with ກ ດ ບ ending consonants	◌	◌
Middle Class (low tone) ກ ຈ ດ ຕ ບ ປ ຢ ອ	Low tone				
Low Class (high tone) ຄ ງ ຍ ທ ນ ພ ຟ ມ ຣ ລ ວ ຮ					
High Class (rising tone) ຂ ສ ຖ ຜ ຝ ຫ ໜ ໝ ຫລ ຫວ					

Instructions for using the tone chart, writing, reading and pronounciation: Example - ການ

1. Find the first consonant, which is "ກ". Then find the consonant on the left hand side of the chart.

2. Then find the vowel, which is "າ". Then look at the top of the tone chart to see if the vowel is a long or short vowel.

3. Last, find the closing consonant, which is "ນ". At the top of the tone chart look to see what kind of ending the word has.

4. Now you should be able to find the tone, which is a low tone.

*** The Left side of the chart is for the opening consonants, the top of the chart is for the vowels, vowel or consonant endings and markers.

Note: the two columns on the right are other markers that change the tone of a word. Follow the same steps above except after step three look to see if one the tone markers are present.

Learning How to Read Laotian Script

Preface

Laotian is a phonetic language, meaning that it is spelled the way that it sounds. Once you have learned the consonants, vowels, and tones then you are ready to put them together. This lesson teach you the steps necessary to help you learn to read the Laotian script as you prepare to share the Gospel through the Book of Mormon, the Bible, and other written works. May the Lord bless you in your efforts.

Materials

- Pen
- Lined paper
- Laotian Book of Mormon
- Laotian alphabet

Instructions

Follow the steps below in order. Repeat this exercise several times in order to become comfortable with the process.

1. Choose a scripture from the Book of Mormon you want to teach with.
2. Copy the first line of the scripture on your paper. You will return later and write each successive line after you complete the steps for the first.

   Example: 1 Nephi 2:15 ແລະ ບິດາ ຂອງ ຂ້າ ພະ ເຈົ້າ ຢູ່ ໃນ ຜ້າ ເຕັ້ນ

3. Using the Laotian alphabet, find the script characters and write the romanization underneath your script line. Say the vowel and consonant aloud as you do so to help you remember the script sound.

   ແລະ ບິດາ ຂອງ ຂ້າ ພະ ເຈົ້າ ຢູ່ ໃນ ຜ້າ ເຕັ້ນ

   Lɛ?bidaakhɔɔŋkhaapha?chaoyuunaiphaaten

4. a) Find the consonant first, b) then write the vowel and c) then the closing consonant (if there is one). ***Remember, the vowel can be before, on top, under, after, or all around the consonant.***
5. Now split the syllables and words. In Laotian there are rarely spaces in between words. There will never be two consonants together in the same word without a vowel in between them. Sometimes words will have no closing consonant but will end with just a vowel. So as to not think that the closing vowel is connected to the next consonant or word, look at the next consonant to see if there is a vowel attached to it. If there is a vowel attached then the previous word ends with a vowel and that is where the break should be made. ***This is how you will know when one word ends and another one begins.***

ແລະ	ບິ	ດາ	ຂອງ	ຂ້າ	ພະ	ເຈົ້າ	ຢູ່	ໃນ	ຜ້າ	ເຕັ້ນ
Lɛ?	bi	daa	khɔɔŋ	khaa	pha?	chao	yuu	nai	phaa	ten

6. Now read each word and syllable outloud. Read it several times. Make sure you say every vowel and consonant.
7. Now it is time for tones. Refer to the tone chart. It is important that you learn tones because there is no point in learning the word without the correct tone.

Asking about and expressing

A State of Being

Purpose

This function will help you talk about what something is or what it isn't; for example, what faith is, or who God is. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- God is our Father and **we** are His children. (Subject Pronouns)
- God **is** a merciful Being. (To be*)*
- I know **that** God is our Father in Heaven. (อ่า verbal colon)
- **What** is a prophet? (Question words)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

<u>Doctrines from the Lessons</u>

- God Is Our Loving Father in Heaven (Who is God? What is our relationship to Him?)
- The Great Apostasy (What is an apostasy? Was the gospel on the earth during the apostasy?)
- Pre-Earth Life (What was our life like before we came to earth?)
- Our Life on Earth (What is the purpose of life?)
- The Atonement (What is the atonement?)
- Faith in Jesus Christ (What is faith? Who do we believe Christ is?)
- Baptism (What is baptism? What is an ordinance? What is a covenant?)
- The Gift of the Holy Ghost (Who is the Holy Ghost? What is the gift of the Holy Ghost?)
- The Law of Chastity (What is chastity?)
- The Word of Wisdom (What are things we should avoid taking into our bodies?)
- Eternal Marriage (What are the blessings of a temple marriage?)

<u>Tasks from Missionary Vocabulary and Phrase Book</u>

- Ask Questions and Listen (How do I ask them in the language?)
- Explain Priesthood Ordinances (What is the priesthood? What is an ordinance?)
- Get to Know Someone (Who are they? What is their family like? What are their interests?)
- Bear Testimony
- Meet Someone (Who are they? Who am I? Where do I come from?)

Subject Pronouns

Examples from *Vocabulary and Phrases*

I know that...	ຂ້ອຍຮູ້ວ່າ...
How do **you** think prayer can help ***you***?	ເຈົ້າຄິດວ່າການອະທິຖານຊ່ວຍເຈົ້າໄດ້ແນວໃດ?
Having faith in Christ means believing that **He** is the Son of God.	ການມີສັດທາໃນພຣະເຢຊູຄິດໝາຍເຖິງການມີຄວາມເຊື່ອວ່າພຣະອົງເປັນພຣະບຸດຂອງພຣະເຈົ້າ.
We are all **His** children.	ພວກເຮົາເປັນລູກໆຂອງພຣະອົງ.
When **they** obeyed God **they** recieved **His** spirit.	ເມື່ອເຂົາເຊື່ອຟັງພຣະເຈົ້າເຂົາໄດ້ຮັບພຣະວິນຍານຂອງພຣະອົງ.

Explanation

Every sentence has a subject. It is the noun (person, place, or thing) that the sentence is about, that does the action, or that is described. In the sentence “Joseph Smith saw Heavenly Father and Jesus Christ,” the subject is Joseph Smith. The subject of a sentence is often replaced with a pronoun (takes the place of a noun). These are the subject pronouns in Laotian:

Subject Pronouns

ຂ້ອຍ (I)(informal) *ຂ້າພະເຈົ້າ (I)(formal) ຂະນ້ອຍ (I)(formal- in prayer) ເຮົາ (I)(Christ and Heavenly Father will refer to themselves using this pronoun)	ພວກເຮົາ/ເຮົາ (We) ພວກຂ້າພະເຈົ້າ (We)(formal) ພວກຂະນ້ອຍ (We)(formal-in prayer) ພວກຂ້ອຍ (We) (informal)
ເຈົ້າ (You) ທ່ານ (You/Sir)(formal) ນາງ (You/Ma’am)(formal) ພຣະອົງ (You, God) ລູກ (You/child)	ພວກເຈົ້າ (You) (informal) ພວກທ່ານ (You)(plural/formal) ພວກນາງ (You)(plural/formal) ພວກພຣະອົງ (You)(God,formal)
ມັນ (It/He)(*used for animals/children or when speaking of the devil)* ລາວ (He/she)(informal) ເພິ່ນ (He/she)(formal) ທ່ານ (He)(formal) ນາງ (She)(formal) ພຣະອົງ (He, God, Christ)	ພວກເຂົາ(They)(plural/informal) ເຂົາເຈົ້າ (They)(plural/formal) ພວກທ່ານ (They)(plural/formal) ພວກນາງ(They, used for women)(plural/formal) ພວກເພິ່ນ (They)(plural/formal) ພວກພຣະອົງ (He, God, Christ)(plural/formal)

***ຂ້າພະເຈົ້າ is used more in official settings such as when someone conducts a sacrament meeting.

Note: It is common for familial titles to be used in place of pronouns. See the lesson entitled “Family Relations” for an explanation on how to use family titles as subject pronouns.

Grammar: Subject Pronouns + V + O

Examples:

ຂະນ້ອຍຂໍໃຫ້ພຣະອົງຊ່ວຍຂະນ້ອຍ ***I** ask **thee** to help **me**. (Prayer)*	ພວກເຮົາເປັນລູກຂອງພຣະເຈົ້າ. ***We** are children of God.*
ພວກຂະນ້ອຍຂໍໃຫ້ພຣະອົງຊ່ວຍພວກຂະນ້ອຍ ***We** ask **thee** to help **us**. (Prayer)*	ຂະນ້ອຍຂໍໃຫ້ພຣະອົງຊ່ວຍຂະນ້ອຍ ***I** ask **thee** to help **me**. (Prayer)*

ຂ້ອຍຮູ້ວ່າເພິ່ນໄດ້ເຫັນພຣະບິດາເທິງສະຫວັນແລະພຣະເຢຊູຄິດ. ***I** know that **he** saw God and Jesus Christ.*	ຫລັງຈາກໂມເຊໄດ້ຮັບການເລືອກໃຫ້ເປັນສາດສະດາເພິ່ນໄດ້ພາຊາວອິດສະລາເອນອອກມາຈາກອີຢິບ. *After Moses was chosen to be a prophet, **he** led the Isrealites out of Egypt.*
ຂ້ອຍຮູ້ວ່າພຣະອົງຊິຊ່ວຍເຈົ້າ. ***I** know that **He** will help **you**.*	ພວກເຂົາໄດ້ປະຕິເສດອັກຄະສາວົກ. ***They** rejected the apostles.*
ທ່ານເຊື່ອໃນພຣະເຈົ້າບໍ່? *Do **you** believe in God? (Someone of a higher status and if so you do not use ພໍ່/ແມ)*	ພໍ່ອ່ານພຣະຄຳພີໜັງສືແອລມາບົດທີສີ່ສິບບໍ່? *Did **you** read Alma 40? (male old enough to be your father)*

Being

Levels of Subject Pronouns

Laotian is a very polite language and the title/ subject pronoun used to address or refer to someone is determined by their age, and status in society. It is very important that you use the correct subject pronoun so that you do not come off as ignorant or rude. Below is a list of the levels of respect with their corresponding subject pronouns.

4a ***Informal or normal***	Use ຂ້ອຍ*(me/informal),* ເຈົ້າ*(you/informal),* ລາວ*(him/her/informal),* ພວກເຮົາ*(we/informal), and* ພວກເຂົາ*(they/informal)* when you are talking to or about your friends and other people that are near your age or younger than you. These pronouns are used for both males and females. It is common for people to say "ເຮົາ" or "ເຂົາ" and ommit "ພວກ".
4b ***Formal***	Use ຂ້ານ້ອຍເຈົ້າ*(I/formal),* ທ່ານ/ນໆ(you/formal, mister/miss/misses), ເພິ່ນ(he/she/formal), and ພວກຂ້ານ້ອຍເຈົ້າ(we/formal) when you are talking to or about someone that is older than you. This shows respect according to the Laotian culture. These pronouns are best used for people of a higher status in society, for example: politicians, teachers, wealthy individuals or other prominent persons.
4c **Most common use for older people**	Use ຂະນ້ອຍ when you are speaking with anyone older than you. Use ທ່ານ/ນໆ/ເພິ່ນ when speaking to or talking about people older than you with whom you are not familiar or someone of a higher status.
4d ***God, Jesus Christ, and the Holy Ghost***	Use ຂະນ້ອຍ*(I/singular),* or ພວກຂະນ້ອຍ*(We/plural)* when you are praying and when you refer to yourself during a prayer. Use ພຣະອົງ*(singular)*, or ພວກພຣະອົງ*(plural)* when you are talking to or about God, Jesus Christ, or the Holy Ghost. In the scriptures when God or Christ are speaking, they refer to themselves as "ເຮົາ".

Activities (see answers on p. 228)

Learn on Your Own

A. Choose the Pronoun

On a separate sheet of paper, write the answers to each of the questions below. Remember to identify the pronoun that both parties would use. Check your answers when you finish.

1. Which pronoun would you use when praying with a group of four elders and two sisters to refer to the group?
2. Which pronoun would a bishop use to talk about the members of the Relief Society?
3. Which pronouns would you use to ask an investigator about his/her experience with prayer? Which pronouns would you use to address the investigator and to refer to yourself? (kid younger than you)
4. Which pronouns would you use when addressing Heavenly Father and referring to yourself in your prayer?
5. Which pronoun would Christ use to address the apostles during the last supper?
6. Which pronouns would you use to address a group of investigators when helping them apply a scripture to their lives? (they are roughly your parents' age)
7. Which pronoun would Christ have used when speaking to the women at the tomb after His resurrection?
8. Which pronoun would a companionship of sisters use when introducing themselves to a businessman?
9. Which pronoun would a member use in Sunday School when referring to the devil?
10. Which pronoun would you use when speaking with an older man at church?
11. Which pronoun would you use when speaking with your companion in your apartment to refer to yourself and your companion?
12. Which pronoun would you use when asking for directions from a store clerk? (store clerk is roughly your age)
13. Which pronoun would an older man use when addressing a teenager?

B. Use the Picture

Use the picture to the side to answer the questions.
Check your answers when you finish.

Example: What pronoun would #9 use to talk to #10?
ເຈົ້າ

1. What pronoun would #7 use to talk to #8?
2. What pronoun would #3 use to talk to address #1 and #2?
3. What pronoun would #6 use to talk about #4 and #10?
4. What pronoun would #1 use while giving a prayer to refer to the group and to Heavenly Father?
5. What pronoun would #10 use to talk about #7?
6. What pronoun would #9 use to talk about himself?
7. What pronoun would #4 use to talk to #5 and #6?
8. What pronoun would #10 use to talk about herself in addition to #1, #3, and #8?
9. What pronoun would you use to talk about #5, #6, and #4?
10. What pronoun would #6 use to talk about himself in the presence of #4 and #1?
11. What pronoun would you and your companion use to talk to #4?
12. What pronoun would #2 use to talk about #1?
13. What pronoun would #8 use to talk about herself during a conversation with #2 and #1?
14. What pronoun would #2 use to talk to #9, assuming they do not know each other well?
15. What pronoun would you and your companion use to talk to #9?

C. Emphasizing Subjects

Each question below is composed of two sentences. On a separate sheet of paper, change each pair of sentences into one sentence and use subject pronouns to emphasize the subjects. Check your answers after you finish. Next, write 5 of your own sentence pairs that you will use today. Combine these like you did with the others to emphasize subjects.

Example :

ຕອນເຊົ້ານີ້ຂອ້ຍສຶກສາພຣະຄຳພີມໍມອນ.ເຈົ້າສຶກສາພຣະຄຳພີຄຳສອນແລະພັນທະສັນຍາ.
This morning I'm studying the Book of Mormon. You're studying the Doctrine and Covenants.
ຕອນເຊົ້ານີ້ຂອ້ຍສຶກສາພຣະຄຳພີມໍມອນ,ແຕ່ເຈົ້າສຶກສາພຣະຄຳພີຄຳສອນແລະພັນທະສັນຍາ.
This morning I'm *studying the Book of Mormon, but* you're *studying the Doctrine and Covenants.*

1. ເຮົາເປັນຜູ້ສອນສາດສະໜາ.ພວກທ່ານເປັນສະມາຊິກ.
   We are missionaries. You are members.

2. ຂອ້ຍມີເອື້ອຍສອງຄົນ. ເຈົ້າມີເອື້ອຍສາມຄົນ.
   I have two older sisters. You have three older sisters.

3. ຂອ້ຍຢູ່ສະໜາມເຜີຍແຜ່ໄດ້ຫ້າເດືອນແລ້ວ. ເຈົ້າຢູ່ສະໜາມເຜີຍແຜ່ໄດ້ເຈັດເດືອນແລ້ວ.
   I have been in the mission for five months. You have been in the mission for seven.

4. ພວກເຂົາໄປການປະຊຸມຖານະປະໂລຫິດ. ພວກເຂົາໄປການປະຊຸມສະມາຄົມສະຕີສົງເຄາະ.
   They go to priesthood meeting. They go to Relief Society meeting.

5. ລາວຢາກຮັບບັບຕິດສະມາໃນເດືອນກຸມພາວັນທີ່ ๒๔. ລາວຢາກຮັບບັບຕິດສະມາໃນເດືອນກຸມພາວັນທີ່ ๒๕.
   He wants to be baptized on February 24. She wants to be baptized on February 25.

6. ເພິ່ນເປັນຜູ້ປ່ຽນໃຈເຫລື້ອມໃສໃໝ່.
   ພວກເຂົາເປັນສະມາຊິກໄດ້ສາມປີແລ້ວ.
   She is a new convert. They have been members for three years.

D. Common Errors

Figure out what is wrong with each sentence and why it is wrong. Then check your answer against the one listed in the answers section. The translation under the sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Next, pick a principle which you will be teaching today, write out how you might teach it and check to make sure you didn't make any of these errors.

1. ລາວຮັກພວກເຮົາ.
   He(God) loves us.

2. ພວກເຮົາເປັນຜູ້ສອນສາດສະໜາ.
   We are missionaries. (speaking with older people)

3. ເພິ່ນຮູ້ສຶກພຣະວິນຍານເມື່ອເພິ່ນອ່ານພຣະຄຳພີມໍມອນ.
He (a child) feels the Spirit when he reads the Book of Mormon.

4. ເຈົ້າຢູ່ນີ້ບໍ່?
Do you live here? (speaking with older people)

5. ພວກຂະນ້ອຍຮຽນຫລາຍເມື່ອພວກຂ້ອຍສຶກສາ.
We learn a lot when we study.

6. ຂ້ອຍສະບາຍດີ. ເຈົ້າແດ່?
I am doing well. And you? (speaking with older people)

E. Scripture Activities (~10 min. each)

1. Look up 3 Nephi 11:35. On a separate sheet of paper, create a table like the one below. Write down each of the four subject pronouns used and then write down the reason each was used. Check your answers after you finish.

Example (from Helaman 13:7):

Subject Pronouns	Reasons for Use
ຂ້າພະເຈົ້າ	Samuel is refering to himself when he is talking with an angel
ທ່ານ	This is the angel-an important being

2. Look up two or three scriptures that you will use to teach today. List any subject pronouns used and why they were used. Discuss your list with your companion or a native speaker to make sure you understood why they were used. Use those pronouns appropriately as you share those verses today.

3. Read John 11: 40-44. This is the story of Jesus raising Lazarus from the dead. Take note of the pronouns used by Jesus as he addresses each different person (Martha, His Father, Lazarus) and compare it with what you've learned about the use of proper pronouns in this section. Also note that when Jesus prays, he refers to himself as ລູກ. What does the word ລູກ mean? This is very common in Laotian culture and you will hear Laotians pray this way at times. Also be aware that you may be called ລູກ when those who are older address you.

F. *Preach My Gospel* Activity (~15 min.)
Turn to page 35 of จงสอนพระกิดติคุณของเรา. Read the two paragraphs under the heading "พะเจ้าเป็นพระบิดาเหิง สะหวันของเรา," paying special attention to the use of subject pronouns. Then answer the question below on a separate sheet of paper. Check your answer afterward to see how it compares to the one given in this book.

Question: Why are the subject pronouns พระองค์ and เรา used so much in these two paragraphs?

Teach the principles in these two paragraphs to your companion as if he or she were a new investigator, paying special attention to your use of subject pronouns.

G. Language Study Plan Activity
"Actively listen," Bullet 3. Listen carefully throughout the day today and pay attention to when native speakers use subject pronouns. Why do they use them? Do you use them in the same way? Try to mimic what you hear.

Learn with your Companion

H. Describe your Investigators (~15 min.)

With your companion, go through all of your investigators and practice using the correct subject pronouns as you describe them. Give each other feedback and re-practice.

I. Contact Former Investigator (~20 min.)
Go through the former investigators section of your area book and prayerfully select one person. Plan how you will approach this person and what pronoun you should use to show respect. Prepare how you will introduce yourself, and get to know them. Practice the initial contact with your companion.

Learn with a Native Speaker

J. Initial Introduction (Preparation ~15 min. - Activity ~15 min. per)
Set a goal with your companion of how many new native speakers you will meet today. Prepare a list of "get to know you" questions that you would like to ask them and study the subject pronouns from this lesson so that you will be prepared to identify which pronoun you will use when you first meet them. When you meet a new native speaker, use a polite pronoun to begin with, and then ask them which pronoun you should use to refer to them. Then practice asking them your prepared questions using the correct subject pronoun.

Learn with Your District

K. Door Approach (Preparation ~10 min. -Activity ~15 min.)
Find a picture of a family with people of varying ages and bring it with you to the meeting. Have each companionship prepare a door approach focusing on using the correct subject pronouns to address each person. Give them time to practice and give feedback on whether they used the pronouns correctly.

L. District Teaching Activity (~10 min. per)
Divide the missionaries into groups of 3 or 4 and give them each a Lesson 1 pamphlet. Have each missionary choose one principle from the 1st lesson and prepare to teach the group using the correct subject pronouns. After they teach, give feedback on whether the pronouns they used were correct.

To Be-ເປັນ, ແມ່ນ/ຄື, ຢູ່

Examples from *Vocabulary and Phrases*

Our purpose on earth **is** to prepare to meet God.	ຈຸດປະສົງຂອງເຮົາຢູ່ໂລກນີ້ແມ່ນ/ຄືເພື່ອຕຽມໄປພົບພຣະເຈົ້າ.
Jesus Christ **is** the Son of God.	ພຣະເຢຊູຄຶດເປັນພຣະບຸດຂອງພຣະເຈົ້າ.
Heavenly Father wants us to returen to live with (**at**) him.	ພຣະບິດາເທິງສະຫວັນຢາກໃຫ້ພວກເຮົາກັບຄືນໄປຢູ່ນຳພຣະອົງ.

Explanation

The following sentences illustrate how Laotian uses three different verbs to express the idea **to be**.

Examples:

ຂ້ອຍເປັນຜູ້ສອນສາດສະໜາ. I **am** a missionary.	ພຣະຄຳພີມໍມອນແມ່ນ/ຄືຄວາມຈິງ. The Book of Mormon **is** true.	ເຮົາສາມາດຫາສັດທາຢູ່ໃສ? Where can we find faith? (We can find faith **to be at** where?)

Note: ເປັນ or ແມ່ນ are not used when you are describing someone or something using an adjective unless you also use a classifier.
*See the lesson entitled “Adjectives” for more instruction.

Example: God is kind. ພຣະອົງໃຈດີ.

ເປັນ

5a

ເປັນ is used to identify someone. It is also used to show position or status of people.

Grammar: S + ເປັນ + O

Examples:

ພຣະເຈົ້າເປັນພຣະບິດາເທິງສະຫວັນຂອງເຮົາ. *God **is** our Heavenly Father.*	ພວກເຮົາເປັນລູກໆຂອງພຣະອົງ. *We **are** His children.*
ຂ້ອຍເປັນຜູ້ສອນສາດສະໜາ. *I **am** a missionary.*	ຊາວນີໄຟສ່ວນຫລາຍເປັນຄົນຊອບທຳແລະຊາວເລມັນເປັນຄົນຊົ່ວ. *For the most part the Nephites **were** righteous and the Lamanites **were** wicked.*

ແມ່ນ/ຄື

5b

ແມ່ນ/ຄື are used interchangably but share the same meaning. They both identify what something is. They are also used when speaking of an object.

Grammar: S + ແມ່ນ/ຄື + O

Examples:

ອັນນີ້ແມ່ນ/ຄືພຣະຄຳພີມໍມອນ. *This **is** the Book of Mormon.*	“ນີ້ຄືບຸດທີ່ຮັກຂອງເຮົາ”. *“This **is** my beloved son.”*
ພຣະວາຈາແຫ່ງປັນຍາແມ່ນ/ຄືພຣະບັນຍັດຂອງພຣະເຈົ້າ. *The Word of Wisdom **is** a commandment of God.*	ນີ້ແມ່ນ/ຄືໃຜ? *Who **is** this?*

ຢູ່

5c ຢູ່ is used before a location and tells where you or something is located. It also means **at** and is used in specifying location.

Grammar: S + ຢູ່ + Location

Examples:

ກ່ອນຊີວິດນີ້ພວກເຮົາຢູ່ໃສ? *Before this life, (**at**)where did we live?*	ຄວາມກ້າຫານຂອງເຈົ້າຢູ່ໃສ? *Where **is** your courage?*
ເຮົາສາມາດຫາຄວາມຈິງຢູ່ໃນພຣະຄຳພີມໍມອນ. *We can find truth **in(at)** the Book of Mormon.*	ຄົນຊອບທຳຈະຢູ່ນຳຄອບຄົວເປັນນິດຫລັງຈາກຊີວິດນີ້. *Righteous people will **be** with their families forever after this life.*

ມັນມີ-**Using "To Be" at the beginning of a sentence**

5d Many times you will need to use a form of **to be** at the beginning of a sentence. An example of such a sentence is: "There are many ways in which you can commit sin." In this sort of a sentence, ມັນມີ is used in Laotian to form the **to be** particle at the beginning. This can be used for past or present tense (**there is**/**there are**/**there was**). This is literally translated as **it has**, but don't be confused by that. This form of **to be** is only used when the sentence needs "there is/was/are" at the beginning. If it can be said without "there is/was/are" at the beginning in English it most likely isn't needed in Laotian.

Grammar: ມັນມີ + O + V

Examples:

ມັນມີຫລາຍວິທີທີ່ເຈົ້າສາມາດເຮັດບາບ. ***There are** many ways in which you can commit sin.*	ມັນມີຜູ້ສົນໃຈຫລາຍຄົນຢູ່ໂບດອາທິດນີ້. ***There were** a lot of investigators at church this week.*
ມັນມີຂັ້ນຕອນສຳລັບການເຮັດຕາມພຣະຄຳສັ່ງຕ່າງໆໃນຫລັກແຫ່ງຄວາມເຊື່ອຂໍ້ທີ່ສີ່. ***There are** five steps for following Christ in the fourth Article of Faith.*	ມັນມີແຕ່ພຣະຜູ້ເປັນເຈົ້າອົງດຽວແລະພຣະຜູ້ຊ່ອຍໃຫ້ລອດອົງດຽວ. ***There is** only one God and one Savior.*

5e ***Note:*** Remember that ມັນ is used as a pronoun for **it** and informally (never use this when you address someone else because it is very rude) as **he** or **she** and will therefore not always mean **there is**.

Activities (see answers on pp. 228-229)

Learn on Your Own

A. Choose the Verb

Decide whether you would use ເປັນ, ແມ່ນ, ຢູ່, or ມັນມີ in the following sentences. Check your answers.

1. We should have love **at** home.
2. Who **is** that?
3. What **is** that?
4. That **is** my faith.
5. Elder Smith **is** the district leader.
6. He **is** my brother.
7. **There is** a way to know the truth.
8. God **is** our Heavenly Father.
9. They **are** those who will go the celestial kingdom.
10. We **are** on earth to learn.
11. What **is** the gospel?
12. **Are** you a missionary?
13. The Light of Christ **is** in our hearts.
14. Having faith **is** a good way for us to live life.
15. **There is** a way that we can communicate with God.
16. Jesus Christ **is** our Savior.
17. Prophets **are** representatives of Christ.
18. Tithing **is** a commandment of God.

B. Translation

Translate the following sentences on a separate sheet of paper. Pay close attention to your use of ເປັນ, ແມ່ນ, ຢູ່, and ມັນມີ. In some of the sentences, the verb **to be** isn't used. Check your answers.

1. Are you (plural formal) interested?
2. Where is the zone meeting?
3. The church is near the park.
4. Where is heaven?
5. There are prophets on the earth again today.
6. We are obedient missionaries.
7. We're here to teach the gospel.
8. His sister is a member.
9. My faith is in the Savior.
10. This scripture is very important to me.
11. God is our creator.
12. It's five o'clock.

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answers against the ones listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ພຣະເຈົ້າເປັນດີພອ້ມ.
   God is perfect.
2. ເມັດພືດນີ້ແມ່ນນອ້ຍຫລາຍແຕ່ມັນ ສາມາດເຕີບໂຕຄືສັດທາ.
   This seed is very small but it can grow like faith.
3. ມີຈຸດປະສົງໃນຊີວິດນີ້.
   There is a purpose in this life.
4. ເຮົາເປັນຢູ່ໃສ?
   Where are we?
5. ເຮົາແມ່ນລູກຂອງພຣະເຈົ້າ.
   We are children of God.
6. ເຮົາເປັນດີໃຈ.
   We are happy.
7. ອັນນີ້ເປັນພຣະຄໍາພີມໍມອນ.
   This is a Book of Mormon.
8. ຂອ້ຍເປັນ Elder Jones.
   I am Elder Jones.
9. ເຮົາເປັນຢູ່ໂລກເພື່ອຮຽນ.
   We are on earth to learn.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ຂອ້ຍຢາກເປັນຜູສອນສາດສະໜາ.
2. ເຮົາເປັນຢູ່Oakland, California.
3. ເສື້ອຜ້ານັ້ນຕິດສະມາແມ່ນສີຂາວ.
4. ມັນມີແຕ່ສາດສະດາຜູ້ດຽວຢູ່ໂລກດຽວນີ້.
5. ເຮົາຢູ່ໂລກແຫ່ງວິນຍານຈົນເຖິງການຟື້ນຄືນຊີວິດ.
6. ລາວແມ່ນຜູ້ສອນສາດສະໜາ.
7. ຂອ້ຍເປັນເສຍໃຈ.
8. ອັນນັ້ນແມ່ນພຣະຄໍາພີຂອງຂອ້ຍ.

E. Error Correction – Paragraph

There are four errors in this paragraph. Find and fix the errors. Check your answers after you finish.

ສະບາຍດີ! ຂອ້ຍເປັນດີໃຈທີ່ຈະພົບກັບເຈົ້າ. ຂອ້ຍຊື່ElderAndersonແລະຂອ້ຍເປັນຜູ້ສອນສາດສະໜາທີ່ໄດ້ຮັບການມອບໝາຍຈາກພຣະເຢຊູຄິດ. ຂອ້ຍເປັນມາຈາກKansas. ຄູສອນສາດສະໜາຂອງຂອ້ຍມາຈາກColorado. ເຮົາແມ່ນຢູ່ນີ້ ເພື່ອຊອ່ຍທຸກຄົນຮຽນສຽງວກັບ ພຣະເຈົ້າ. ພຣະເຈົ້າເປັນພຣະບິດາເທິງສະຫວັນຂອງເຮົາ. ເຮົາແມ່ນລູກໆຂອງພຣະອົງ. ພຣະອົງຢາກໃຫເຮົາມີຄວາມສຸກ.

Do Something More

Review the previous paragraph. Have you ever made any of these errors? Choose which ones you may struggle with and write five sentences with the correct form of whatever you chose.

F. Scripture Activity (~15 min.)

Read 1 Nephi 17:22. Notice how the verse refers to the people of Jerusalem as "ເຂົາເປັນຄົນຊອບທັມ," discuss with your companion why the verb ເປັນ is used. Compare your answer with the one given in the answer section. How could you use this verse to teach someone? Practice teaching your companion using this verse and get feedback.

G. Scripture Activity (~10 min.)

Read 1 Nephi 17:22. For each use of ເປັນ or ຢູ່, write down the reason why one was used over the other on a separate sheet of paper. Check your answers after you finish.

Do Something More

As you study other scriptures in your mission language, pay attention to any time that ເປັນ, ແມ່ນ/ຄື, ຢູ່, or ມັນມີ are used. Try to identify the rule that explains why it was used. Write sentences that you could use to share that scripture, thinking about specific investigators that you will share those verses with. Focus on using the correct form of ເປັນ, ແມ່ນ, ມັນມີ, or ຢູ່.

H. Language Study Plan Activities (~15 min. each)

1. "Actively listen," bullet 4. Set a goal to focus on people's use of ເປັນ, ແມ່ນ, ຄື, ຢູ່, and ມັນມີ. Write down each time someone uses these verbs. Discuss your list with your companion or a native speaker and figure out the reasons for each use.

2. "Improve your ability to read and write," bullet 2. Read a chapter in the Book of Mormon that you will use in whole or in part in teaching someone this week. Focus on ເປັນ, ແມ່ນ, ຄື, ຢູ່, and ມັນມີ. Think about each use of those verbs and try to come up with a reason for each use. Identify a specific investigator that you will teach using those scriptures and write out what you might say to share those scriptures, paying particular attention to your use of ເປັນ, ແມ່ນ, ຄື, ຢູ່, and ມັນມີ. Practice teaching it to your companion.

3. "Ask others for help," bullet 2. Describe yourself to a member or other native Laotian speaker. Focus on your use of ເປັນ, ແມ່ນ, ຄື, and ຢູ່ and get feedback. Then have the native speaker describe you based on what you told them the first time. How did they use ເປັນ, ແມ່ນ, and ຢູ່ differently from you or in what way was their description different? Discuss these questions with the native.

Learn with your Companion

I. Ask/Answer Activity

Ask and answer the following questions with your companion. Answer with complete sentences.

Example: ເຈົ້າເປັນໃຜ? ຂອຍເປັນຜູ້ສອນສາດສະໜາ.

1. ພຣະຄຳພີແມ່ນຫຍັງ?
2. ເຈົ້າຢູ່ໃສ?
3. ພຣະເຢຊູຄິດເປັນໃຜ?
4. ພຣະເຈົ້າຢູ່ໃສດຽວນີ້?
5. ອັນນີ້ແມ່ນເຮືອນຂອງເຈົ້າບໍ່?
6. ເຮືອນຂອງເຈົ້າຢູ່ໃສ?
7. ເຈົ້າເປັນໃຜ?
8. ເປັນຫຍັງພຣະຄຳພີມໍມອນແມ່ນສຳຄັນ?
9. ໂຢເຊັບສະມິດເປັນໃຜ?
10. ຫລັງຈັກເຮົາຕາຍເຮົາຊິໄປຢູ່ໃສ?
11. ຈຸດປະສົງຂອງເຮົາແມ່ນຫຍັງ?
12. ເປັນຫຍັງເຮົາເປັນລູກຂອງພຣະເຈົ້າ?

Learn with a Native Speaker

J. Study with a Native (~30 min.)

Schedule a time with a member that you can go to their house and study the language with them. (Do this for your Language Study time in the morning). Practice using the verb **to be** in the context of teaching a lesson about God is our Loving Heavenly Father. At the end of the lesson, have them give you feedback on your uses of the various **to be** verbs. If you have time, choose another principle from the first lesson and practice again. During this visit pay close attention on how they use the various **to be** verbs.

K. Teaching Activity (~15 min.)

Prepare a lesson for an investigator regarding the differences between God and man. Make sure to describe in detail our relationship to God while using the verb **to be**.

L. Attribute Lesson Activity (Preparation ~20 min. - Activity ~20 min.)

For your next teaching appointment prepare a lesson around a person from the scriptures that would help your investigator overcome a concern. Describe the attributes and actions of this person as much as you can using the verb **to be**. For example, you can teach about Captain Moroni, Nephi, Samuel, etc. This activity will help the scriptures come alive. In preparation for this lesson, study this grammar lesson, as well as the one entitled "Adjectives."

Learn with Your District

M. District Teaching Activity (~20 min.)

Sit in a circle. Go around the circle taking turns trying to come up with sentences about the law of chastity using the verb **to be**. Try to come up with as many as possible in 5 minutes, without any sentences being repeated. Then pick one of the first three lessons and do the same, coming up with as many as possible without repeating. Then practice teaching the Law of Chastity in the context of the lesson that you chose.

Questions

Examples from *Vocabulary and Phrases*

What do you think about God?	ເຈົ້າຄິດແນວໃດແດ່ກ່ຽວກັບພຣະເຈົ້າ?
Why do you feel that way?	ເປັນຫຍັງເຈົ້າຈຶ່ງຮູ້ສຶກເຊັ່ນນັ້ນ?
After you prayed **how** did you feel?	ຫລັງຈາກເຈົ້າອະທິຖານເຈົ້າໄດ້ຮູ້ສຶກແນວໃດ?
When will you pray this week?	ອາທິດນີ້ເຈົ້າຊິອະທິຖານເມື່ອໃດ?
Who in your family wants to learn about the gospel?	ໃຜໃນຄອບຄົວຂອງເຈົ້າຢາກຮຽນເລື່ອງພຣະກິດຕິຄຸນ?
Which religion do you adhere to?	ເຈົ້າຖືສາດສະໜາໃດ?
Where do you go to church?	ເຈົ້າໄປໂບດຢູ່ໃສ?
What kind of beliefs do you have about God?	ເຈົ້າມີຄວາມເຊື່ອແບບໃດກ່ຽວກັບພຣະເຈົ້າ?
How many times does this scripture talk about faith?	ຂໍ້ນີ້ເວົ້າເຖິງສັດທາຈັກເທື່ອ?
How well/ to what extent do you understand this scripture?	ເຈົ້າເຂົ້າໃຈພຣະຄຳພີຂໍ້ນີ້ຄັກປານໃດ?
Are you Christian**?**	ເຈົ້າເປັນຄົນຄິດສະຕຽນບໍ່?

Explanation

A question can either require a **yes**/**no** answer, or be open-ended, where any response is possible. There are many ways to ask questions in Lao.

Yes/No questions

6a One way of asking **yes/no** questions is by taking a statement and placing "ບໍ່" at the end, without changing the word order. Remember not to change the intonation of your voice when you ask a question or it may change the meaning of the word.

ຂ້ອຍເຊື່ອໃນພຣະເຈົ້າ. *I believe in God.*	→	ເຈົ້າເຊື່ອໃນພຣະເຈົ້າບໍ່? *Do you believe in God?*
ຂ້ອຍເຂົ້າໃຈສັດທາ. *I understand faith.*	→	ເຈົ້າເຂົ້າໃຈສັດທາບໍ່? *Do you understand faith?*

Grammar: S + V + O + ບໍ່?

Examples:

ເຈົ້າຖືສາດສະໜາບໍ່? *Do you have a religion (**yes/no**)?*	ເຈົ້າເຄີຍໄປໂບດບໍ່? *Have you ever been to church (**yes/no**)?*

Information questions

6b Questions are also formed using interrogative words, such as **who**, **what**, **when**, **where**, **why**, **how, how many, what kind, to what extent,** and **which**. Use these kinds of questions when you expect more than a **yes/no** answer. Use them to get information.

Note: Why must be used at the beginning of a sentence. The other questions should be used at the end of a sentence. **Who** may be used at the beginning or at the end. There are exceptions for all of these questions but to be correct, follow the examples below.

Lao	English	Grammar	Example:
ເປັນຫຍັງ	Why	ເປັນຫຍັງ + S + ຈຶ່ງ* + V + O?	ເປັນຫຍັງເຈົ້າຈຶ່ງຢາກຮຽນພຣະກິດຕິຄຸນນຳເຮົາ? ***Why** do you want to learn the gospel with us?* ເປັນຫຍັງເຈົ້າຈຶ່ງຢາກຮັບບັບຕິດສະມາ? ***Why** do you want to be baptized?*
ໃຜ	Who	ໃຜ + S + V + O? (is used at the beginning of a sentence when it is the subject of the sentence.) S + V + O + ໃຜ? (is used at the end of the sentence if it is not the subject, but is the direct or indirect object.)	ໃຜສາມາດຊ່ວຍເຈົ້າເຊົາສູບຢາ? ***Who** could help you stop smoking?* ເຈົ້າຊິມອບພຣະຄຳພີມໍມອນໃຫ້ແກ່ໃຜ? ***Who** will you give the Book of Mormon to?*
ຫຍັງ	What	S + V + O + ຫຍັງ?	ເຂົາເວົ້າຫຍັງໃນຂໍ້ນີ້? ***What** are they saying in this scripture?* ເຈົ້າມັກອະທິຖານເພື່ອໄດ້ຫຍັງ? ***What** do you like to pray for?*
ເມື່ອໃດ	When	S + V + O + ເມື່ອໃດ?	ການອະທິຖານຊ່ວຍເຈົ້າເມື່ອໃດ? ***When** will prayer help you?* ເຈົ້າໄດ້ຮັບບັບຕິດສະມາເມື່ອໃດ? ***When** did you get baptized?*
ໃດ	Which	S + V + O + ໃດ?	ເຈົ້າມີປັນຫາມຳສ່ວນໃດໃນພຣະວາຈາແຫ່ງປັນຍາ? ***Which** part of the word of wisdom do you have problems with?* ຂໍ້ໃດຊ່ວຍເຈົ້າກັບຄວາມຢ້ານຂອງເຈົ້າ? ***Which** of these scriptures helps you with your fears?*
ຢູ່ໃສ	Where	S + V + O + ຢູ່ໃສ?	ເຈົ້າຄິດວ່າກ່ອນຊີວິດນີ້ພວກເຮົາມາຈາກໃສ? ***Where** do you think we came from before this life?* ໂບດຢູ່ໃສ? ***Where** did you read?*
ແນວໃດ	How	S + V + O + ແນວໃດ/ຈັ່ງໃດ?**	ເຈົ້າສາມາດຮູ້ໂດຍຕົນເອງໄດ້ແນວໃດ? ***How** can you find out for yourself?* ເຮົາຈະຮູ້ຄວາມຈິງໄດ້ຈັ່ງໃດ? ***How** can we know the truth?*
ແບບໃດ	What kind	S + V + O + ແບບໃດ?	ເຈົ້າຮູ້ສຶກຄວາມຮູ້ສຶກແບບໃດ? ***What kind** of feelings did you feel?* ພຣະເຢຊູຄິດຊິງມີຄຸນສົມບັດແບບໃດ? ***What kind** of attributes did Jesus have?*
ປານໃດ	To what extent	S + V + O + adj + ປານໃດ?	ເຈົ້າຢາກຮູ້ຄວາມຈິງຫລາຍປານໃດ? ***To what extent** do you want to know the truth?* ເຈົ້າເຂົ້າໃຈສັດທາຄັກປານໃດ? ***To what extent*** do you understand faith?
ຈັກ	How many/ how much	S + V + O + ຈັກ + classifier?	ເຈົ້າຕ້ອງຮັບຄຳຕອບຈັກເທື່ອກ່ອນຊິຮູ້ຄວາມຈິງ? ***How many answers** must you receive to know the truth?* ເຮົາຄວນອະທິຖານມື້ລະຈັກເທື່ອ? ***How many** times a day should we pray?*

*For more information on “ຈຶ່ງ“, see the lesson on “Questions of Cause and Effect”.

**When forming a “how can you” question, ໄດ້ is placed directly in front of ແນວໃດ or ຈັ່ງໃດ. See the example sentences above.

Complex Questions

8c

Complex questions are questions that require the use of two different question words. In Lao, these questions are asked by forming a sentence that has two questions in it. For example: Do you know who Joseph Smith is? This sentence is asking one question, but two questions are in it ("Do you know" and "who is Joseph Smith"). In Lao, **two question words are needed** in order to ask the question correctly. ເຈົ້າຮູ້ບໍ່ວ່າໂຢເຊັບສະມິດແມ່ນໃຜ? In the example, both ບໍ່ and ໃຜ are used in order to form the question.

Lao	English	Grammar	Examples
..ບໍ່ວ່າເປັນຫຍັງ...ຈຶ່ງ.?	Do you (know) why...?	S + V + ບໍ່ວ່າເປັນຫຍັງ + O + ຈຶ່ງ + V?	ພໍ່ຮູ້ບໍ່ວ່າເປັນຫຍັງເຮົາຈຶ່ງຕ້ອງເຊື່ອຟັງພຣະບັນຍັດຂອງພຣະຜູ້ເປັນເຈົ້າ? ***Do you know why** we must obey the commandments of God?* ພໍ່ເຂົ້າໃຈບໍ່ວ່າເປັນຫຍັງພຣະເຈົ້າຈຶ່ງຊົງຮັກພວກເຮົາ? ***Do you understand why** God loves us?*
..ບໍ່ວ່າ.....ແມ່ນໃຜ/ຢູ່ໃສ/ etc.?	Do you (know)... who/ where/ etc?	S + V + ບໍ່ວ່າ + O + question word?	ເຈົ້າຮູ້ບໍ່ວ່າໂບດຢູ່ໃສ? ***Do you know where** the church is?* ແມ່ຮູ້ບໍ່ວ່າບະລາເດີແສງມາໂບດກັບຜູ້ໃດ? ***Do you know who** brother Saeng came to church with?*
..ຫຍັງແດ່/ແນວໃດແດ່ .....ຢູ່ໃສ/ແບບໃດ...?	What/ where/ how do you.....?	S + V + ຫຍັງແດ່/ແນວໃດແດ + S + V + ຢູ່ໃສ/ແບບໃດ?	ລຸງຄິດຫຍັງແດ່ເຮົາມາຈາກໃສກ່ອນຊີວິດນີ້? ***Where do you think** we came from before this life?* ແມ່ຄິດແນວໃດແດ່ພຣະເຈົ້າເປັນອີງແບບໃດ? ***What(how) do you think** God is like?*

Note: When you are using "ຫຍັງແດ່" or "ແນວໃດແດ" in a complex question "ແນວໃດແດ" is asking for more of someone's opinion, while "ຫຍັງແດ" is for more of a short answer.

Clarification Questions and Answers

6d

Clarification questions in Lao are used when someone knows the answer to the question, but isn't positive. We use clarification questions in English such as: "Is that right?" or "Isn't.....?" **See* the lesson entitled "Colloquial Phrases and Filler Words" to see how ຊັ້ນບໍ່ is used in another context.

Lao	English	Grammar	Examples
....ແມ່ນບໍ່?	..is that right? (used in any situation when you want clarification)	Q: S + V + O ແມ່ນບໍ່? A: ແມ່ນແລ້ວ, S + V + O. A: ບໍ່ແມ່ນ, S + ບໍ່ + V + O.	ພຣະເຢຊູຄິດຊິມາອີກເທື່ອໜຶ່ງແມ່ນບໍ່? *Christ is coming again, **isn't He?*** ແຕ່ກ່ອນພໍ່ເຊື່ອຖືສາດສະໜາພຸດແມ່ນບໍ່? *In the past, you were Buddhist, **weren't you?***
.....ຊັ້ນບໍ່?	...is that right? (used to clarify someone's thoughts or ideas)	Q: S + V + O + ຊັ້ນບໍ່? A: ວ່າຊັ້ນແລ້ວ + S + V + O A: ບໍ່ + S + ບໍ່ +V + O.	ພໍ່ເຊື່ອວ່າທຸກສາດສະໜາກໍດີຊັ້ນບໍ່? *You believe that all religions are good, **is that right?*** ສະນັ້ນ,ແມ່ຄິດວ່າເຮົາບໍ່ຕ້ອງສາລະພາບບາບຂອງເຮົາເມື່ອເຮົາກັບໃຈຊັ້ນບໍ່? *So, you think that we do not need to confess our sins when we repent, **is that right?***

ຈັ່ງຊີ້/ຈັ່ງຊັ້ນ	...like(ຈັ່ງ) this(ຊີ້)/ that(ຊັ້ນ)? (used to clarify the manner in which an action occurred)	Q: S + V + O + ຈັ່ງຊີ້/ ຈັ່ງຊັ້ນບໍ່? A: ເອີ, + S + V + O + ຈັ່ງຊັ້ນ. A: ບໍ່ + S + V + O + ຈັ່ງຊີ້.	ຂຽນຈັ່ງຊີ້ບໍ່? *Do you write it **like this?*** Q:ເມື່ອເຮົາອະທິຖານເຮົາກອດເອິກຈັ່ງຊີ້ບໍ່? *When we pray do we fold our arms **like this?*** A: ບໍ່ເມື່ອເຮົາອະທິຖານເຮົາກອດເອິກຈັ່ງຊັ້ນ. *No, when we pray we fold our arms **like that**. (pointing to companion)*

Note: ຊັ້ນບໍ່ is used to clarify someone's thoughts and ideas that they've discussed with you previously, while ແມ່ນບໍ່ is used for clarification in any situation. Neither of these clarification question words are used to show animosity or distrust to the person you are speaking with.

*ແມ່ນບໍ່ is also said by itself during a converstation to mean, "Really?" Just like in English, people say this to show that they are following the conversation.

Activities (see answers on p. 229)

Learn on Your Own

A. Create Questions: Yes/No

Change the following statements into **yes/no** questions. For this activity, alter the sentence structure so as to form **yes/no** questions. Check your answers.

Example statement: ການອ່ານພຣະຄຳພີມໍມອນສຳຄັນ.

Example questions: ການອ່ານພຣະຄຳພີມໍມອນສຳຄັນບໍ່?

1. ພວກຜູ້ສອນສາດສະໜາມີພຣະວິນຍານບໍລິສຸດ.
2. ພຣະເຈົ້າຊົງຮັກລູກໆຂອງພຣະອົງ.
3. ຄູ່ສອນສາດສະໜາຂອງຂ້ອຍສຶກສາຫລາຍ.
4. ບະລາເດີແສງເປັນສະມາຊິກ.
5. ພວກສະມາຊິກອ່ານພຣະຄຳພີ.
6. ເຂົາຮູ້ຈັກທາງໄປໂບດ.
7. ເຂົາເວົ້າພາສາລາວ.
8. ລາວຊິສອນກ່ຽວກັບການອະທິຖານ.

B. Create Questions: Open-ended

Use the interrogatives ແນວໃດ/ຈັ່ງໃດ, (ຢູ່)ໃສ, ເມື່ອໃດ, ຫຍັງ, ໃຜ, and ຈັກ/ປານໃດ to change the following statements into questions. Take turns asking and answering your new questions with your companion. Check your answers.

Example statement: ຂ້ອຍຊິໄປຫ້ອງຮຽນ. (Who)

Example question: ໃຜຊິໄປຫ້ອງຮຽນ?

1. ພວກເຮົາມີຜູ້ສົນໃຈຫລາຍຄົນ.(How many)
   We have a lot of investigators.
2. ບະລາເດີແສງກຳລັງອ່ານພຣະຄຳພີ. (What)
   Brother Sang is reading the scripture.
3. ພວກຊິດສະເຕີຮັບໃຊ້ຢູ່ໂບດ. (Where)
   The sisters are serving at the church.
4. ພຣະຄຳພີມໍມອນສອນພຣະກິດຕິຄຸນ. (What)
   The Book of Mormon teaches the Gospel.
5. ພວກເຮົາສາມາດຮູ້ສຶກດີໂດຍຜ່ານພຣະວິນຍານບໍລິສຸດ. (How)
   We can feel the spirit well through the spirit.
6. ພວກເຮົາແບ່ງປັນປະຈັກພະຍານຢູ່ໂບດ. (Where)
   We share our testimonies at church.
7. ແສງຮູ້ຄວາມຈິງ. (Who)
   Sang knows the truth.
8. ພໍ່ແມ່ຂອງຂ້ອຍເປັນຜູ້ສອນສາດສະໜາ. (When)
   My parents are missionaries.
9. ຜູ້ສົນໃຈໃໝ່ອາໃສຢູ່ວັງວຽງ. (Where)
   The new investigators live in Vang Vieng.
10. ຂ້ອຍມັກອ່ານພຣະຄຳພີມໍມອນ. (To what extent)
    I like to read the Book of Mormon.

C. Translating Complex Questions

Translate the following sentences using the complex question words. Check your answers.

1. Do you know why we should read the Book of Mormon?
2. Do you know who is coming to your baptism?
3. Where do you think we'll go after we die?
4. Do you know where the Bishop lives?
5. Do you understand why we have trials in this life?
6. What do you think Jesus is like?
7. What do you think God wants you to do right now?
8. Do you know why we have a prophet?

D. Fill in the blank.

On a separate sheet of paper write the question word that would complete each sentence. Check your answers.

Elders Anderson and Jones are teaching ຄຳຂຽນ about God's plan for us. Some of the questions that they asked ຄຳຂຽນ during the lesson are found below. On a separate sheet of paper write the appropriate interrogative word such as ຫຍັງ, ແນວໃດ, ແບບໃດ, ຈັກ, or ໃສ. Check your answers when you finish.

1. ມັນຊິຊ່ອຍເຈົ້າໃນຊີວິດຂອງເຈົ້າໄດ້_____?
   How can it help you in your daily life?
2. ການຕົກແມ່ນ_____?
   What is the Fall?
3. _____ ສັດທາຈຶ່ງສຳຄັນ?
   Why is faith important?
4. ເຈົ້າພັດທະນາສັດທາ_____?
   How do you develop faith?
5. ພວກເຮົາຊິຖືກຟື້ນຄືນຊີວິດ ____?
   When will we be resurrected?
6. ພວກເຮົາຊິສອນຫລັກທຳ_____?
   Which principle will we teach?
7. ເຈົ້າຄິດ_____ແດ່ເຮົາຈະຢູ່_____ ຫລັງຈາກເຮົາຕາຍ?
   Where do you think we'll be after we die?
8. _____ ຊິຖືກຟື້ນຄືນຊີວິດ?
   Who will be resurrected?
9. ເຈົ້າຄິດ____ແດ່____ ພຣະເຈົ້າຈຶ່ງໃຫ້ເດັກນ້ອຍຕາຍ?
   Why do you think God allows little children to die?
10. ເຈົ້າມີລູກ_____ ຄົນ?
    How many children do you have?
11. ເຈົ້າຢາກໄປໂບດ_____?
    Do you want to go to church?
12. ສະຫວັນແມ່ນ_____?
    What is heaven?

E. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answers against the ones listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ຫຍັງເປັນຊື່ຂອງເຈົ້າ?
   What is your name?
2. ຜູ້ສົນໃຈແນວໃດຮຽນ?
   How do investigators learn?
3. ການອະທິຖານສຳຄັນເປັນຫຍັງ?
   Why is prayer important?
4. ແມ່ນອ້າຍຄຳອ່ານພຣະຄຳພີບໍ່?
   Isn't Kham reading the scriptures?
5. ພວກເຮົາເວົ້ານຳພຣະເຈົ້າຊິ້ບໍ່?
   Is this how we speak with God?
6. ແນວໃດພຣະເຈົ້າສາມາດຊ່ອຍຄອບຄົວຂອງເຮົາ?
   How can God help our families?
7. ແມ່ນບໍ່ແມ່ຊິມາໂບດອາທິດນີ້?
   Aren't you coming to church this week?
8. ໃສເຈົ້າ?
   Where are you from?
9. ເຈົ້າຊິເຮັດຫຍັງບໍ່?
   What are you going to do?
10. ພໍ່ຮູ້ບໍ່ວ່າເປັນຫຍັງເຮົາໄປໂບດບໍ່?
    Do you know why we go to church?
11. ຫຍັງໂຢເຊັບສະມິດເຮັດ?
    What did Joseph Smith do?
12. ຢູ່ໃສພຣະຄຳພີ?
    Where are the scriptures?
13. ແມ່ຮູ້ສຶກບໍ່ວ່າໂຢເຊັບສະມິດເປັນສາດສະດາບໍ່?
    Do you feel that Joseph Smith was a prophet?
14. ເຈົ້າອ່ານພຣະຄຳພີ?
    Do you read the scriptures?

F. Error Correction

Each question is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two questions that you could use in your teaching today that use the correct form of the word.

1. ເຈົ້າຊິຮັບບັບຕິດສະມາເມື່ອໃດ?
2. ແມ່ຊິຮັກສາພຣະບັນຍັດຂອງພຣະເຈົ້າບໍ່?
3. ໃດພາສາເຈົ້າເວົ້າ?
4. ລາວມີນອ້ງຊາຍຈັກຄົນ?
5. ອັນນີ້ແມ່ນຫຍັງ?
6. ແບບໃດຄົນເປັນອ້າຍຂອງເຈົ້າ?

7. ພໍ່ເຮັດວຽກຢູ່ໃສ?
8. ທ່ານເປັນໃຜ?
9. ຄັກປານໃດເຈົ້າເຂົ້າໃຈພາສາລາວ?
10. ອາຫານລາວແຊບປານໃດ?
11. ຫລັງຈາກເຈົ້າອ່ານພຣະຄຳພີເຈົ້າຮູ້ສຶກຈັ່ງໃດ?
12. ໃນບັນດາໝູ່ເພື່ອນຂອງເຈົ້າຜູ້ໃດຢາກຮຽນກ່ຽວກັບພຣະເຢຊູ ຄິດ?

G. Video (~40 min.)
Watch The Restoration in Laotian. Write down all the questions you hear on a separate sheet of paper. Write out 10 of your own questions that you would like to ask about Joseph Smith's experience, using the ones from this lesson as models. Practice asking these questions when you are teaching the first lesson.

Do Something More

Write down the correct form to each question and identify a time today that you can ask each of these questions or similar ones that would be more appropriate to the situation.

H. *Preach My Gospel* Activities (~20 min. each)

1. Review a lesson plan that you have recently used in your teaching. Write a question in Laotian for each one of the main principles in the lesson. Then revise your questions making sure that they follow the instructions for asking good questions found in Chapter 10 of *Preach My Gospel*. Share these questions with your companion and evaluate them together. Also analyze how these questions could invite the Spirit and help the investigator to learn. Use these questions the next time you teach the lesson.

2. In the "Ask Questions" section of Chapter 10 of *Preach My Gospel,* change the less-effective questions to effective ones and then translate them into Laotian.

3. Read the "ຄຳຖາມຫລັງຈາກບົດຮຽນ" section at the end of the first three lessons. Look at the grammar and which question words are used in this section. For your next lesson, find several questions from this section as follow-up questions to see how much the investigator remembers and understands.

4. Choose a principle that you will be teaching today. Write out three questions that an investigator might ask about that principle. Find a scripture to answer each question, and write a question that you could ask to help the investigator apply the scripture to themselves.

Learn with your Companion

I. Follow Up Prep Activity (~25 min.)
A big source of confusion and error can come as you follow up with your investigators on the commitments that you have given them. The purpose of this activity is to avoid that confusion by asking better follow up questions. Talk with your companion and identify an investigator that you will be teaching within the next day or two and the commitment(s) that you left with them. Think of the follow up questions that you would like to ask them in order to understand how they thought and felt. Next, write down these questions in Laotian and take turns asking each other these questions and responding several times until you are comfortable with them.

J. Ask/Answer Activity (~20 min.)
Ask your companion the following questions in Laotian and have him or her answer. Ask follow-up questions if they give short or incomplete answers.

1. Where are you reading in the scriptures?
2. When do we teach Brother Chan?
3. Which principle is difficult for name of investigator ?
4. Who is coming to church today?
5. Why do you think life is hard?
6. Why is faith important?
7. Where can we study about faith?
8. How well do we understand Brother Chan's needs?
9. What are your goals for today?
10. What kind of person is Brother Chan?
11. How many investigators do we have?
12. How do we overcome doubt?

Learn with a Native Speaker

K. Get to Know You Activity (Preparation ~20 min. - Lesson ~30 min.)
Find a member in your ward that you do not know well. Set up an appointment to meet and get to know them. Before going, write down questions you would like to ask to get to know them. When you ask them the question pay attention to two things: how they answer your questions and whether it takes them time to figure out what you were saying. If you notice that they didn't understand/took a while for them to respond to one of your questions then ask them how they would ask that question.

L. First Lesson Activity (Preparation ~20 min. - Lesson ~30 min.)
Look at your planner and identify the next time you'll be teaching someone for the first time. In preparation for this appointment, prepare a lesson plan and focus on "How to Begin Teaching," (Chapter 10). Come up with questions that you want to ask to understand your investigators "religious background" and "their expectations regarding your visit." Write these questions down and take turns as a companionship asking each other these questions. During your visit, notice how the person answers the questions and if there is any hesitation that may come from a poorly worded question. If you are not sure of how to ask a specific question then ask the person to help you.

M. Clarifying Concerns Activity (Preparation ~15 min. - Lesson ~40 min.)
Look at your teaching records and identify one investigator who has a concern that is preventing them from progressing. The best way to help someone overcome their concern is by truely understanding how they feel and think concerning the matter. Using the clarification question words in this lesson, create clarification questions that will help you understand them better. Once you have prepared these questions then you are ready for your appointment. Remember that it is important to listen! Ask your questions and do your best to listen! If you are still uncertain after they have responded to your questions then ask them another. Doing this will show that you truly care and that you are not just there to "fix" them.

Learn with Your District

N. Commandment Activity (Preparation ~15 min. - Activity ~20 min.)
Have the missionaries open up to lesson 4 in Chapter 3 in *Preach My Gospel* and have them each choose a commandment. Instruct them to write down questions that will help you determine someone's thoughts and feelings concerning this commandment. After they've written down the questions (first in English then translated into Laotian) divide the missionairies into pairs and have them practice teaching the commandment while incorporating their questions. After they've both had a chance to teach, give them time to discuss how effective their questions were and, if needed, how they can change the questions to make them more effective.

O. Scripture Study Activity (~ 30 min.)
Choose a chapter in the Book of Mormon that you could study as a district. Each missionary in the district will take a turn reading one verse from the chosen chapter. Then they will ask a question to another member of the district concerning the content of that verse. That missionary will then answer the question and the rotation continues. Do your best to ask thought-out questions with content.

ວ່າ

Examples from *Vocabulary and Phrases*

I know **that** we are all children of God.	ຂ້ອຍຮູ້ວ່າເຮົາທຸກຄົນເປັນລູກໆຂອງພຣະຜູ້ເປັນເຈົ້າ.
Prophets teach us **that** we need to follow Christ.	ສາດສະດາສອນວ່າເຮົາຕ້ອງຕິດຕາມພຣະຄຣິດ.
We are excited **that** you are coming to church this week.	ພວກເຮົາຕື່ນເຕັ້ນວ່າເຈົ້າຊິມາໂບດອາທິດນີ້.
Nephi was sad **that** a lot of people didn't want to listen to the teachings of God.	ນີໄຟເສຍໃຈວ່າຄົນຈຳນວນຫລາຍບໍ່ຢາກຟັງຂ່າວສານຂອງພຣະເຈົ້າ.
I know **that** the Book of Mormon comes from God.	ຂ້ອຍຮູ້ວ່າພຣະຄຳພີມໍມອນມາຈາກພຣະເຈົ້າ.

Explanation

ວ່າ

7a ວ່າ is used as a connection between a mental, mouth or emotional verb and its resulting thoughts or feelings. It is interpreted as meaning **the following**. It explains the verb, and acts as a verbal colon (:) preceding the explaination of the verb.

I know **that** Joseph Smith was a prophet.
or I know **(the following)**: Joseph Smith was a prophet.

That is placed after the verb and prior to the explanation of the verb. It tells us what you know.

Grammar: S + V + ວ່າ + Explanation of Verb

ຂ້ອຍ + ຮູ້ + ວ່າ + ເຈົ້າຊິຮູ້ສຶກພຣະວິນຍານບໍລິສຸດເມື່ອເຈົ້າອ່ານພຣະຄຳພີມໍມອນ.

I know **that** you will feel the spirit when you read the Book of Mormon.

Examples:

ຂ້ອຍຮູ້ວ່າພຣະເຢຊູຄຼິດເປັນພຣະບຸດຂອງພຣະເຈົ້າ. *I know **that** Jesus Christ is the son of God.*	ຂ້ອຍຄິດວ່າພຣະເຈົ້າຮູ້ຈັກເຮົາດີໆ. *I think **that** God knows us well.*
ຂ້ອຍຮູ້ສຶກວ່າພຣະເຈົ້າຮັກເຮົາ. *I feel **that** God loves us.*	ຂ້ອຍຮູ້ວ່າຖ້າເຈົ້າອະທິຖານເຈົ້າຊິຮູ້ສຶກພຣະວິນຍານ. *I know **that** if you pray you will feel the spirit.*
ຂ້ອຍເຊື່ອວ່າພຣະເຈົ້າຢາກຊ່ອຍເຈົ້າ *I believe **that** God wants to help you.*	ຂ້ອຍມີສັດທາວ່າພຣະເຈົ້າຢາກຊ່ອຍເຈົ້າ. *I have faith **that** God wants to help you.*
ຂ້ອຍຮູ້ສຶກວ່າພຣະເຈົ້າຢາກເຮົາອະທິຖານແລະອ່ານ. *I feel **that** God wants us to pray and read.*	ຂ້ອຍເວົ້າວ່າພຣະເຈົ້າໄດ້ຍິນຄຳອະທິຖານຂອງເຮົາ. *I said **that** God hears our prayers.*

7b As a side note, ວ່າ can also be used interchangeably with the word ເວົ້າ, which means **to speak**. Many Lao speakers simply omit the word ເວົ້າ and say ວ່າ.

Example: ລາວວ່າລາວຢາກຮຽນຫລາຍຂຶ້ນກ່ຽວກັບພຣະກິດຕິຄຸນ.

*He **said** he wants to learn more about the Gospel.*

Activities (see answers on p. 229)

Learn on Your Own

A. ວ່າ

On a separate sheet of paper, write whether ວ່າ would be used when translating each sentence. If it would be used in the sentence then write out the sentence in Lao and place ວາ in the correct spot. Check your answers.

1. God has a plan that will make us happy.
2. I feel that paying tithing is important
3. We are here to learn and grow so that we can return to God.
4. Enos knew that God forgave him.
5. I know that God lives.
6. Everyone is important to God meaning that He knows us.
7. God knows that you can do it.
8. That book will help you.
9. I believe that God knows us.

B. Translation Activity

To further soldify the use of ວ່າ, below are sentences written in English where this grammar principle is used. Translate the sentences from English to Laotian while paying attention to how this principle is used as a verbal colon and with sharing thoughts and feelings. Check your answers in the back.

1. I feel in my heart that you know God is real.
2. This scripture is telling us that faith is a belief, an action and a source of power.
3. I know that keeping the Word of Wisdom will allow you feel the spirit.
4. I read that prayer will help us come closer to God.
5. I believe that overcoming the world will allow us to be happier.
6. Praying with faith means that we believe God will hear and answer our prayers.
7. Repentance teaches that we are not perfect but with Christ we can change.
8. We think that some things in life are important but we know that the family is the most important thing.
9. I know that what we are teaching will help you become the person that God wants you want to be.

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. The most common error is that this word is omitted when sharing testimony, thoughts or feelings.

1. ຂ້ອຍຮູ້ນັ້ນພຣະຄຳພີມໍມອນແທ້ຈິງ.
   I know that the Book of Mormon is true
2. ວ່າຄວາມຮູ້ສຶກແມ່ນພຣະວິນຍານ.
   That feeling is the spirit.
3. ຂ້ອຍຮູ້ສຶກວ່າໄປໂບດຊິຊ່ອຍເຈົ້າ.
   I feel that going church will help you.
4. ຂ້ອຍຮູ້ພຣະເຈົ້າຊິງຮັກເຮົາ.
   I know that God loves us.
5. ເຮົາຮູ້ສຶກທີ່ເຮົາຕ້ອງກາວອະທິຖານ.
   We feel that we need to pray.
6. ຂ້ອຍອ່ານທີ່ເຮົາຄວນໄປໂບດ.
   I read that we should go to church.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two setences that you could use in your teaching today that use the correct form of the word.

1. ຂ້ອຍຮູ້ພຣະເຈົ້າຊິຕອບຄຳອະທິຖານຂອງເຮົາ.
2. ພຣະເຈົ້າຮູ້ວ່າພວກເຮົາຊິເລືອກທາງດີ.
3. ຂ້ອຍເຊື່ອເຈົ້າຊິຮູ້ສຶກພຣະວິນຍານບໍລິສຸດ.
4. ຂ້ອຍຮູ້ວ່າພຣະເຈົ້າຊິງພຣະຊົນຢູ່.
5. ຂ້ອຍຮູ້ນັ້ນພຣະຄຳພີມໍມອນເປັນຄວາມຈິງ.
6. ເຈົ້າເວົ້າວ່າເຈົ້າຮູ້ສຶກພຣະວິນຍານບໍລິສຸດແມ່ນບໍ່?
7. ຂ້ອຍຮູ້ສຶກວ່າສັດທາຊິຊ່ອຍເຈົ້າ.
8. ເຮົາຢູ່ໂລກນີ້ວ່າຮຽນແລະຮັບປະສົບການ.

E. ***Preach My Gospel Activity*** (~20 min.)

Read "ພຣະຄຳພີມໍມອນປະຈັກພຣະຍານອີກຢ່າງໜຶ່ງຂອງພຣະເຢຊູຄິດ" from Lesson 1 of ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ and look for the uses of ວາ. For each usage, write down the subject + verb + the description; check your answers. Then find some sentences from that principle using ວາ that you can use in your teaching. Memorize your sentences and practice using them to teach the topic you have chosen to your companion as if he or she were one of your investigators.

F. Scripture Activities (~25 min.)

1. Memorize 1 Nephi 3:7. As you memorize this scripture pay special attention to how ວ່າ is used. Write some sentences, also using ວ່າ, that will help you use this scripture to teach the importance of following God's commandments. (Ex: I know that God will help us do the things that we need to do.) Think of an investigator that could benefit from this scripture and practice teaching your companion as if he or she were that investigator.
2. Read Alma 5: 48. What use of ວ່າ does this verse illustrate? Write a list of things you know are true. Find scriptures to go along with each item in your list. These scriptures and your testimony can be used during contacts. Choose 4 of them and use them today while you work.

G. Language Study Plan Activities (~15 min. each)

1. "Learn grammar," bullet 4. Seek out opportunities to practice ວ່າ. For example, prepare an outline for a principle from the lessons with sentences using ວ່າ. Teach your outline to a member and get feedback on whether you used ວ່າ correctly.
2. "Memorize vocabulary and phrases," bullet 7. Find some phrases from the lessons, brochures, the Vocabulary and Phrases section, or another Church resource that use ວ່າ and that you could use in your teaching. Find other ways to express the same idea or use the ideas expressed by ວ່າ.
3. "Actively listen" bullet 3. One of the best ways to learn how to use ວ່າ is to listen to natives. As you listen, make a note of times when natives use ວ່າ. Get help from your companion or a native speaker to learn how natives use ວ່າ.

Learn with your Companion

H. Ask/Answer Activity (~10 min.)

Ask and answer the following questions with your companion. Focus on correctly using ວ່າ.

1. ສາດສະດາຂອງພຣະເຈົ້າຊື່ວ່າຈັ່ງໃດ?
2. ເຈົ້າຄິດວ່າພຣະເຈົ້າຕ້ອງການຫຍັງໃນຂໍ້ນີ້?
3. ເຈົ້າຄິດວ່າການອະທິຖານຊິຊ່ວຍເຮົາບໍ່?
4. ເຈົ້າສອນວ່າຄອບຄົວສາມາດຢູ່ດ້ວຍກັນຊິ່ວນິລັນດອນແມ່ນບໍ?
5. ເຈົ້າເຊື່ອວ່າພຣະເຢຊູຄິດເອົາຊະນະບາບແລະຄວາມຕາຍຊັ້ນບໍ?
6. ເຈົ້າຮູ້ບໍ່ວ່າໂຢເຊັບສະມິດແມ່ນໃຜ?

I. Bearing Testimony Activity (~15 min.)

Look at the people you will be teaching today and the lessons you will teach. Taking turns with your companion, practice giving brief statements of testimony that your investigators need to hear.

J. Teaching Activity (~10 min. per)

Think of a concern/response that you hear often as you are proselyting that is difficult for you to respond to. Using the vocab and grammar you already know, along with ວ່າ, practice what you would say in those certain situations in overcoming those concerns/responses. Take turns role playing situations with your companion.

Learn with a Native Speaker

K. Testimony Activity (~30 min.)

Identify a member that you would like to visit (a recent convert would be a good choice). When you visit them, ask them to share their testimony about a particular doctrinal point that they feel strongly about. Pay attention to when they use ວ່າ. Follow their pattern as you share with them in return your testimony.

L. Former Investigator Activity (Preparation ~20 min. - Lesson ~30 min.)

Prayerfully look through the former investigator teaching records and choose one former investigator that you will contact either today or in the very near future. Prior to visiting them, discuss their needs with your companion and prepare a short lesson that you think will help them. Include in your lesson meaningful questions that will help you gauge their "spiritual temperature". Questions like this may include: "Do you feel that there is a God that loves you? Why?" or "What is important to you?" As you teach this lesson, focus on bearing your testimony and feelings. Hopefully this lesson will give the investigator a chance to evaluate and think about where they are at and what they want to become in the future. Remember to focus on correctly using ວ່າ throughout this activity.

M. Baptismal Interview Activity (~25 min.)

Set an appointment to meet with one of your investigators who has committed to be baptized or is preparing to be baptized. During this lesson go over the importance of baptism and the baptismal interview questions. Talk about each question and allow your investigator to respond. Focus on using ວ່າ correctly as you read the questions and express your feelings, and notice how your investigator uses ວ່າ as they answer the questions. Doing this activity will help you gain a better understanding of where your investigator is on their spiritual journey.

Learn with Your District

N. Round Robin Activity (~15 min.)
Write a list of sentences on the board in English that contain the word **that**. Next, randomly choose a missionary from the District and ask them if ວ່າ would be used in one of the sentences. If so, then have that missionary translate that sentence into Laotian. If ວ່າ would not be used in that sentence then have them explain why it wouldn't be used, and if possible, have them translate the sentence into Laotian using the correct translation of **that**. Give each missionary a chance to do this a few times.

Royal Language

Examples from *Vocabulary and Phrases*

***(royal)** God is our **(royal)** Father in Heaven.*	ພຣະຜູ້ເປັນເຈົ້າຊົງເປັນພຣະບິດາເທິງສະຫວັນຂອງເຮົາ.
***(royal)** Jesus Christ is the **(royal)** Son of God.*	ພຣະເຢຊູຄຶດຊົງເປັນພຣະບຸດຂອງພຣະເຈົ້າ.
*We are members in **(royal)** God's **(royal)** family.*	ເຮົາທຸກຄົນເປັນສະມາຊິກໃນພຣະຣາຊາວົງຂອງພຣະເຈົ້າ.

Explanation

8a The Laotian language is divided into levels of speech based upon to whom you are speaking. Here are a few examples of the different levels of speech.

- Common speech - spoken between friends who are on the same social level
- Polite speech - spoken to anyone older than you including your parents, grandparents, older relatives, and especially strangers.
- Royal language - spoken when addressing or talking about the King or any form of deity. Do not use this form of speech when speaking with an old person.

This Royal language is used in the scriptures and should be used when you teach about Heavenly Father and Jesus Christ

Note: Take a look at the lesson entitled "Subject Pronouns" for a list of the subject pronouns according to their corresponding level of respect.

Royal Nouns

8b Many of the royal nouns are specific words, but some can be created by adding the prefix "ພຣະ" to a word. Sometimes it is written "ພະ". You'll notice that throughout this book ພຣະ is predominately used.

ບິດາ *Father*	ພຣະບິດາ ***Royal** Father*
ປະສົງ *Purpose*	ພຣະປະສົງ ***Royal** Purpose*

Grammar: ພຣະ + Noun + V + O. or S + V + ພຣະ + Noun.

Examples:

ເຮົາເລີ່ມອະທິຖານໂດຍການກ່າວຫາພຣະບິດາເທິງສະຫວັນ. *We begin praying by addressing Heavenly **(royal)**Father.*	ເມື່ອເຮົາເຮັດຕາມພຣະປະສົງຂອງພຣະເຈົ້າເຮົາຈະຮັບການດົນໃຈ. *When we do according to God's **(royal)** purpose we will recieve inspiration.*

Royal Verbs

8c In order to change a verb to a royal verb, just place "ຊົງ " before the verb. It is correct to place "ຊົງ" before each verb when the action is performed by royalty or deity, but most people don't use this very often.

Grammar: S + ຊົງ + Verb + O

Examples:

ພຣະເຈົ້າຊົງໄດ້ເລືອກສາດສະດາໃຫ້ເປັນຜູ້ປະກາດຄວາມຈິງ. *God **(royal)** chose prophets to be messengers of truth.*	ພຣະເຢຊູຄຶດຊົງຮັກພໍ່ອີຫລີ. *Jesus Christ **(royal)** loves you a lot.*

Activities (see answers on p. 230)

Learn on Your Own

A. Translation

Translate the following sentences on a separate sheet of paper. Pay close attention to your use of ພຣະ and ຊົງ. Check your answers.

1. God sent us here to learn and receive a body.
2. God wants to bless your family.
3. Jesus Christ caused the blind to see.
4. Do you believe that God loves you?
5. Why do you believe that Jesus Christ is the Son of God?
6. God gives us commandments for our protection.
7. The Holy Ghost descended in the form of a dove.
8. God commanded us to keep the Word of Wisdom.

B. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answers against the ones listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ຂ້ອຍຊົງອະທຖານທຸກມື້.
   I pray everyday.
2. ພຣະເຈົ້າຊົງເລືອກພະສາດສະດາ.
   God chooses prophets.
3. ພຣະເຢຊູຄິດຊົງຈັດຕັ້ງ ພຣະສາດສະໜາຈັກຂຶ້ນບົນໂລກນີ້.
   Jesus Christ established a church on the earth.
4. ພຣະເຈົ້າພະຮັກເຮົາ.
   God loves us.
5. ພຣະເຢຊູຄິດເປັນຊົງບຸດຂອງພຣະເຈົ້າ.
   Jesus Christ is the Son of God.
6. ພຣະເຈົ້າເປັນບິດາທາງວິນຍານຂອງ ເຮົາ.
   God is our spiritual Father.

C. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ພຣະເຢຊູຄິດພຣະປື່ນປົວຄົນເຈັບປວດ.
   Jesus Christ healed sick people.
2. ພຣະເຈົ້າຊົງສົ່ງເຮົາມານີ້ເພື່ອຮຽນ.
   God sent us here in order to learn.
3. ລີໄຮຊົງໄດ້ເຫັນພຣະເຈົ້າໃນພາບທີ່ມາໃຫ້ເຫັນ.
   Lehi saw God in a vision.
4. ພໍ່ເຂົ້າໃຈພຣະບັນຍັດເຫລົ່ານີ້ບໍ່?
   Do you understand these commandments?
5. ຫລັງຈາກແມ່ຮັບບັບຕິດສະມາແມ່ຊິຮັບຂອງປະທານແຫ່ງ ພຣະວິນຍານບໍຣິສຸດ.
   After you are baptized you will receive the gift of the Holy Ghost.
6. ພໍ່ແມ່ໃຫ້ພຣະບັນຍັດແກ່ລູກເພື່ອຊ່ອຍເຂົາ.
   Parents give their children rules in order to help them.

D. Language Study Plan Activities (~15 min. each)

1. "Learn Grammar," bullet 3. Pay attention to word order when natives use royal language and mimic what you hear.
2. "Improve your ability to read and write," bullet 2. Read a chapter of the Book of Mormon and pay attention to how the royal language is used. During your next companionship study, share your thoughts about this chapter with your companion. Focus on using the royal language correctly.

Learn with your Companion

E. Contacting Activity (Preparation ~15 min. -Activity ~depends on the goal)

As a companionship, focus your contacting efforts this week on helping those you meet feel they are a son or daugher of Heavenly Father. One way you can do this is by correctly using the royal language and pointing out their direct relationship to deity. During your study time, practice meeting people and sharing brief doctrinal points while correctly using the royal language. Take turns acting as the investigator and the missionary. Set a goal as a companionship of how many people you will contact per day.

Learn with a Native Speaker

F. Prayer Activity (Preparation ~15 min. - Lesson ~25 min.)
Praying is the best way for our investigators to recieve personal revelation from Heavenly Father. Talk with your companion and identify an individual in your area who doesn't pray or has a hard time praying and prepare a lesson about prayer that you feel will help them. If necessary, review with them the parts of prayer and help them understand the important role prayer can play in their life. As you prepare and teach this lesson, focus on correctly using the royal language nouns and verbs.

Learn with Your District

G. District Discussion (~15 min.)
Using the proper level of speech is important in order to gain the trust and respect of the people. Discuss as a group the benefits/blessings that come from correctly using the royal language in your teaching and interactions with people.

Alternate uses of Question Words

Examples from *Vocabulary and Phrases*

***Nobody** is perfect except Jesus Christ.*	ບໍ່ມີໃຜດີພ້ອມເວັ້ນແຕ່ພຣະເຢຊູຄິດ.
*Satan doesn't want **anyone** to return to heaven.*	ຊາຕານບໍ່ຢາກໃຫ້ຜູ້ໃດກັບຄືນໄປສະຫວັນ.
*Jesus never spoke badly about someone else **(at all)**.*	ພຣະເຢຊູຄິດບໍ່ໄດ້ເວົ້າຂະຫວັນຄົນອື່ນຈັກຄຳ.
*After the apostles were killed, **nobody** was able to administer sacred ordinances.*	ຫລັງຈາກອັກຄະສາວົກຖືກຂ້າ ບໍ່ມີໃຜປະຕິບັດພິທີການທີ່ສັກສິດໄດ້.
*Joseph Smith had never prayed out loud **(at all)**.*	ໂຢເຊັບສະມິດບໍ່ເຄີຍໄດ້ອະທິຖານສຽງອອກຈັກເທື່ອ.
*After King Benjamin spoke, **nobody** desired to sin.*	ຫລັງຈາກກະສັດເບັນຈະມິນປາໃສແລ້ວ,ບໍ່ມີຜູ້ໃດປາດຖະໜາເຮັດບາບ.

Explanation

Some question words have alternate noun meanings in sentences. Some question words can be used as positive or negative indefinite pronouns such as: nobody or anyone. To determine if the sentence is a question, pay attention to the placement of the question word in the sentence and whether or not another question word is used. The positive indefinite pronoun form of the question words are always used in questions, while the negative indefinite pronoun form are not used in questions.

Question Word	ໃຜ	→	Who?
Positive form	ໃຜ	→	Anyone
Negative form	ບໍ່ມີໃຜ	→	Nobody
Question Word	ຜູ້ໃດ	→	Which person?
Positive Form	ຜູ້ໃດ	→	Anyone
Negative Form	ບໍ່ມີຜູ້ໃດ	→	Nobody

Indefinite Pronouns

Positive Indefinite Pronouns:

9a

Laotian	English	Sentence Structure	Examples
ມີໃຜ/ໃຜ/ຜູ້ໃດ	anyone	S + V + ໃຜ + O? or ມີໃຜ + V + O?	ພໍ່ຮູ້ໃຜທີ່ຢາກຮຽນເລື່ອງພຣະເຢຊູຄິດບໍ່? *Do you know **anyone** that wants to learn about Jesus Christ?*
ມີຫຍັງ/ ຫຍັງ	anything	S + V + ຫຍັງ + O? or ມີຫຍັງ + V + O?	ແມ່ມີຫຍັງຊ່ວຍບໍ່? Is there ***anything*** we can help you with?

Negative Indefinite Pronouns:

9b

Laotian	English	Sentence Structure	Examples
ບໍ່ມີໃຜ/ ບໍ່...ໃຜ/ບໍ່ມີຜູ້ໃດ	nobody/ not.... anyone	ບໍ່ມີໃຜ + V + O. or S + ບໍ່ + V + ໃຜ.	ບໍ່ມີໃຜປະຕິບັດຕາມຄຳເວົ້າຂອງແອລມາຢູ່ເມືອງແອໂມໄນຫາ. ***Nobody** followed Alma's words in the city of Ammonihah.* ຊາຕານບໍ່ຊ່ວຍໃຜຫາຄວາມສຸກແທ້. *Satan **doesn't** help **anyone** find true happiness.*
ບໍ່ມີຫຍັງ/ ບໍ່...ຫຍັງ	nothing/ not..... anything	ບໍ່ມີຫຍັງ + V + O. or S + ບໍ່ + V + ຫຍັງ.	ບໍ່ມີຫຍັງເຮັດໃຫ້ວຽກຂອງພຣະເຈົ້າຊ້າລົງໄດ້. ***Nothing** can cause God's work to slow down.* ເພິ່ນບໍ່ໄດ້ຮູ້ສຶກຫຍັງຫລັງຈາກອ່ານພຣະຄຳພີ. *He **didn't** feel **anything** after he read the scriptures.*

General Determiners

9c

General determiners are used to talk about nouns without identifying a specific noun. General determiners include: **both**, **a few**, **another**, **any**, **several**, etc. Below is a list of a few general determiners that are also used as question words.

Laotian	English	Sentence Structure	Examples
ใด	Any	S + ບໍ່ + V + O + ใด.	ພຣະເຈົ້າບອກໂຢເຊັບສະມິດວ່າບໍ່ມີສາດສະໜາຈັກໃດທີ່ແທ້ຈິງຢູ່ໂລກ. *God told Joseph Smith that there **wasn't any** true church on the earth.* ບໍ່ມີທາງໃດທີ່ໄປເຖິງສະຫວັນນອກພຣະເຢຊູຄິດ. *There is **no (not any)** path that leads to heaven except Jesus Christ.*
จัก	Not one/ at all	S + ບໍ່ + V + O + จัก + classifier.	ພຣະເຢຊູຄິດບໍ່ໄດ້ເຮັດບາບจักเที่อ. *Jesus Christ never sinned **(at all)**.* ເປັນຫຍັງພໍ່ຈຶ່ງບໍ່ໄດ້ອ່ານພຣະຄຳພີจักข้? *Why haven't you read the scriptures **(not one)**?*

Note: *See the lesson on classifiers for more info on using "จัก" in the negative form.

Inclusive Indefinates- ใผๆ

9d

In addition to using negative indefinite pronouns to say such things as **nobody** or **nothing**, there is a positive form which can mean **anybody** or **everybody**. This form is often used in asking questions.

Grammar: 1. ใผๆ + V + O + บໍ่? Anybody + V + O?

2. ใผๆกໍ + (บໍ่) + V + O. Everybody + (doesn't) + V + O.

Examples:

ใผๆยากอะทิฐานบໍ่? *Would **anyone** like to pray?*	ใผๆอยู่บໍ่? *Is **anybody** home?*
ใผๆกໍยากมีคอามสุกในชีอิดนี้. ***Everybody** wants to have happiness in this life.*	ใผๆกໍบໍ่ยากมีคอามทุกทໍละมานในชีอิดนี้. ***Nobody** (everybody doesn't) wants to have afflictions in this life.*

Activities (see answers on p. 230)

Learn on Your Own

A. Fill in the blank.
On a separate sheet of paper write the question word that would complete each sentence. Check your answers.

1. "ถ้า____ขาดปันยาทໍาให้ผู้มันขໍจากพระเจ้า."
   "If anyone lacks wisdom let him ask of God."
2. พระเยซูคิดบໍ่ได้เอ็าผิดต่คิมอืน___เที่อ.
   Jesus never spoke evil about someone (at all).
3. _____เป็นสาดสะดาย่โลกนี้นอกจากโทมัดมอนสัน.
   Nobody is prophet on this earth besides Thomas Monson.
4. ตอนต้น____เชื่อคาໍของ โนอา.
   At first nobody believed Noah.
5. ____ยากอ่ยอ่านข้นีบໍ่?
   Would anybody like to read this verse?
6. เมื่อโมเสสได้ขึ้นพูสิโอในเพิ่นบໍ่ได้พา___ไปบໍ.
   When Moses ascended Mount Sainai he didn't take anyone with him.

7. ____ທີ່ມີອຳນາດຫລາຍກ່ວາ ພຣະວິນຍານບໍຣິສຸດ.
Nothing has more power than the Holy Ghost.

8. ບໍ່ມີປຶ້ມ___ເລີຍທີ່ຖືກຕ້ອງກ່ວາ ພຣະຄຳພີມໍມອນ.
There is not any book that is more correct than the Book of Mormon.

9. ___ຊ່ອຍເຮົາຫລາຍກ່ວາ ການອະທິຖານ.
Nothing helps us more than prayer.

B. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answers against the ones listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ຊາຕານຊ່ອຍບໍ່ມີໃຜ.
Satan helps no one.

2. ບໍ່ໃຜຈະດີພ້ອມໃນຊີວິດນີ້.
Nobody will be perfect in this life.

3. ພຣະເຈົ້າຈະໃຫ້ເຮົາຫຍັງເຮົາຕ້ອງການ.
God will give us what (anything) we need.

4. ມື້ນີ້ບໍ່ມີໃຜໆທີ່ຢາກຟັງພວກເຮົາແຕ່ຂ້ອຍມີສັດທາວ່າມື້ອື່ນ ເຮົາຊິພົບຄົນທີ່ກຳລັງຊອກຫາຄວາມຈິງດວຍໃຈຈິງ.
Today nobody wanted to listen to us but I have faith that tomorrow we'll meet someone who is sincerely seeking the truth.

5. ບໍ່ຫຍັງຈະເຮັດໃຫ້ພຣະເຈົ້າເຊົາຮັກເຮົາ.
Nothing will cause God stop loving us.

6. ໂຢເຊັບສະມິດບໍ່ໄດ້ອະທິຖານສຽງອອກຈັກ.
Joseph Smith never prayed out loud (at all).

C. Error Correction

Each question is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two questions that you could use in your teaching today that use the correct form of the word.

1. ພຣະເຈົ້າບໍ່ລືມໃຜຈັກ.
God doesn't forget anyone. (at all)

2. ພໍ່ຮູ້ໃຜທີ່ຢາກມາໂບດບໍ່?
Do you know anyone who would like to go to church?

3. ຖ້າຜູ້ໃດຢາກຮູ້ວ່າພຣະຄຳພີມໍມອນແທ້ຈິງກໍຕ້ອງອ່ານກ່ອນ.
If anyone wants to know that the Book of Mormon is true then they need to read it first.

4. ຫລັງຈາກພຣະເຢຊູຄິດຖືກຄົນຊົ່ວຂ້າບໍ່ມີຫຍັງມີອຳນາດເພື່ອນຳ ພາສາດສະໜາຈັກຂອງພຣະອົງ.
After evil men killed Jesus Christ, nobody had the power to lead His church.

5. ພຣະວິນຍານບໍຣິສຸດຈະບໍ່ພາເຈົ້າໄປທາງຜິດຈັກເທື່ອ.
The Holy Ghost will never lead you down the wrong path. (at all)

6. ໃຜກໍຢາກຢູ່ກັບຄອບຄົວຂອງເຂົາເຈົ້າຫລັງຈາກຊີວິດນີ້.
Everyone wants to be with their families after they die.

7. ບໍ່ໃຜຮັບການເປີດເຜີຍໃຫ້ໂລກນີ້ເວັ້ນແຕ່ສາດສະດາພຣະເຈົ້າ.
Nobody receives revelation for the entire world except the prophet of God.

8. ບໍ່ຫຍັງເຮັດໃຫ້ໂຢເຊັບສະມິດຖອຍຄຳພາບທີ່ມາໃຫ້ເຫັນໄດ້.
Nothing could cause Joseph Smith to deny his vision.

D. Scripture Activities (~20 min.)

1. Read Amos 3:7 in the Lao Bible about the role of prophets in God's work. Notice how this scripture uses the grammar principle taught in this lesson. Practice teaching your companion the role of prophets while using this scripture. Focus on using this grammar principle as many times as you can while you teach.

2. Read Mormon 9:25-26. Compare the different ways that the word **who** is expressed in this verse. How are ຜູ້ໃດ and ຜູ້ໃດກໍຕາມ different? What does this scripture mean for those you teach? How can it help them gain answers to prayers? How does this scripture apply to you as a missionary?

3. Read Deuteronomy 5:8-9 from the green Laotian Bible and identify the general determiners used in those verses and translate the meaning of the sentences into English. Choose another commandment that is taught in Deuteronomy 5 and try to use a general determiner to teach the commandment more clearly and with more power. Practice teaching this commandment to your companion.

E. *Preach My Gospel* Activity (~10 min.)

1. Read the section entitled "ໃຫ້ສອນຍາມທານພົບ, ໃຫ້ຊອກຫາຍາມທ່ານສອນ" from Chapter 9 of ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ. Write out how you would ask for a referral. Once you've done this, practice it by asking the next person you teach for a referral.

Learn with your Companion

F. Comparison Activity (~20 min.)
With your companion, write down a list of differences between how God and Satan interact with us/feel toward us. From that list, take turns putting together sentences using the grammar principle taught in this lesson. Ex: Satan doesn't love anyone.

G. Asking for Referrals Activity (Preparation ~10 mins. - Activity Depends on Goal)
Set a goal with your companion of how many times you will ask for referrals and how many referrals you can get each day this week. As you ask for referrals, focus on using this grammar principle correctly. Study this lesson and practice asking each other for referrals prior.

Learn with a Native Speaker

H. Visit a Convert (~30 min.)
Sometimes it can be difficult for an investigator to understand that this is the Lord's only living church on the earth, or that the only way to return to heaven is through Jesus Christ. A good way to prepare yourself so that you can help investigators understand this is by visiting with converts and asking them how they came to understand these points. Identify a convert in your area and schedule an appointment to visit them. During your visit ask them how they came to know that this was God's church and that Jesus Christ is the only way to happiness. Practice using the grammar principle taught in this lesson when you ask those questions and pay attention to how they respond.

Learn with Your District

I. District Teaching Activity (Preparation ~5 min.- Activity ~5 min. per)
Assign each companionship a principle from Lesson 1 of ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ. Instruct them to prepare to teach their principle, while focusing on using this grammar principle correctly. Give each companionship time to share their principle with the entire district.

Review: State of Being

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking about and expressing a state of being

- Subject Pronouns
- ເປັນ,ຢູ່,ແມ່ນ/ຄື
- ວ່າ Verbal Colon (:)
- Questions
- Royal Language (ຣາຊາສັບ)
- Alternate Uses of Questions Words

Activities (see answers on p. 230)

Review on your Own

A. Error Correction

There are six errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

ພຣະເຈົ້າເປັນພຣະບິດາເທິງສະຫວັນ. ລາວຮັກເຮົາຫລາຍ.ພຣະບິດາແມ່ນໃນສະຫວັນ. ຂອ້ຍຮູ້ນັ້ນພວກເຮົາສາມາດອ້ໄສຢູ່ກັບພຣະອົງອີກຫລັງຈາກຊີວິດນີ. ຫຍັງແມ່ນພຣະເຈ້ົ? ແນວໃດເຮົາຈຶ່ງເຂ້ົາໃຈລາວ? ພຣະເຢຊູຄິດຄືພຣະບຸດຂອງພຣະເຈ້ົ. ຖ້າເຮົາອົດທົນຈົນເຖິງທ້ີສຸດເຮົາຊິມີໂອກາດເຫັນພຣະອົງອີກ.

B. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. ຂອ້ຍຮູ້ພຣະເຈ້ົາຊົ່ງເປັນພຣະຜູ້ສ້ ງຂອງເຮົາແລະພຣະອົງຊົ່ງ ເປັນພຣະບິດາຂອງວິນຍານຂອງເຮົ.
2. ພວກທ່ ນເປັນຜູ້ສອນສາດສະໜ.
3. ຫຍັງເປັນສັດທ?
4. ປະທານເວ້ົາທ້ີເພ່ ນຢ ກເຮົາສອນສິບສອງຄົນທຸກອາທ້ິດ.
5. ອັນນ້ີເປັນພຣະຄ ໍາພີມ໋ ມອນ,ຄ ໍາສອນຂອງພຣະເຈ້ົ.
6. ເຈ້ົາຄິດກ ່ ຽວກັບຄວ ມຫວັ ງຫຍັ ງ?
7. ເຈ້ົາຮູ້ສຶກນັ ນເຊ ົ ໍາສູບຢ ຍ ກຫລ ຍຊ ໍ ນ ?
8. ພວກອັ ກຄະສ ວ ກສ ໍ ັນເພ ະວ ່ ພວກລ ວເປັ ນຕ ວແທນ ຂອງພຣະເຈ້ົ.
9. ບ ່ ມ ຄົ ນເຊ ່ ອວ ່ ໂຢເຊ ັ ບສະມ ດເຫັ ນພຣະເຈ້ົ.
10. ຂອ້ຍຄ ດພຣະຄ ໍ ໍ ພ ຊ ່ ອ ່ ເຈ ົ ໍ ເປັ ນ ໝ ອນດ ່ ງພຣະເຈ ົ .
11. ປ ນໃດເຮ ົ ຕ ງ ມ ສ ດທ ?
12. ພຣະເຢຊູຄ ດ ປ ນ ຜ ຊ ່ ອ ່ ໃ ້ ລ ອດ.

C. Translation

On a separate sheet of paper, translate the words in ***bold italics*** into Laotian. Check your answers. Say each of the sentences out loud and get feedback from a native speaker on your pronunciation. Then, using the word in bold italics, create two more sentences.

1. ***Why*** do you think we are on earth?
2. Joseph Smith was told by God that ***he*** must join no churches.
3. I know ***that*** this life is a time to prepare to meet God.
4. ***Nothing*** can force us to make wrong choices.
5. Jesus Christ wants us to love each other as ***He*** loves us.
6. We like ***that*** God has given us agency to make our own choices.
7. We ***are*** all children of God.
8. ***When*** can we communicate with God?
9. ***How*** do we receive answers to our prayers?
10. God, Jesus Christ and the Holy Ghost all want to help us and ***they*** are all united.
11. After that, Jesus ***went*** and taught the people.
12. The scriptures ***are*** the words of Christ.

D. Scripture Activities (~20 min. each)

1. Read Matthew 16:13–18. Note how these verses use the different subject pronouns, ພຣະອົງ, ທ່ານ, and ພວກ, as well as questions to discuss who Christ is. Write out a summary of what happens in the verses from a third-person point of view, paying special attention to how you use these grammar principles as you tell who the apostles said that Christ is. Have your companion check your summary. Think of your investigator who could benefit from these verses and teach this passage to your companion as if he or she were that investigator. Get feedback on your use of the subject pronouns and forming questions.
2. Read John 14:4–6 and write down and identify the phrases and sentences that use indefinite pronouns, questions, the verbal colon, and subject pronouns. Check your answers. Then use these verses to describe your purpose as a missionary, which is to bring others unto Christ. Get feedback on your use of these grammar principles and your pronunciation.

E. Writing Activities (~30 min. each)

1. Using subject pronouns, ວ່າ, the "to be" verbs, and the royal language, write a paragraph about what Heavenly Father **is** and what he **is not**. Using as many question words as you can, write questions that you could use to understand their belief in God or a supreme being and if they understand who Heavenly Father is and is not.
2. Use subject pronouns, ວ່າ, indefinite pronouns, and the **to be** verbs to write a paragraph about our life on earth. Write about who we are, why we are here, and what we should and should not do in order to return to live with God. Write some questions that you could ask to check for understanding. Have your companion or a native speaker check what you wrote and then practice teaching it to him or her as if he or she were your investigator.

Review with your Companion

F. Lesson One Activity (Preparation ~15 min. -Lesson ~20 min.)
Using subject pronouns, the "to be" verbs, the royal language, and ວ່າ (verbal colon), write out a lesson plan for the first two principles of lesson one. Focus on describing who God is and what the teachings of the gospel that bless families are. Include several questions in your plan that are thought provoking, soul searching and will allow you to adjust your teaching to meet their needs. Have your companion check your lesson plan for grammar and vocabulary. Then practice teaching your plan to your companion or a native speaker as if he or she were a new investigator. Get feedback on your grammar and pronunciation.

G. Question Activity (~20 min.)
With your companion, turn to and study (1) page 183 of *Preach My Gospel* under the section *"Ask Questions"* and (2) the portion titled "Questions to Ask after You Teach" at the end of each lesson (Chapter 3). Study these sections in both English and Lao and use those questions as examples of how to form effective questions. To prepare for your next investigator come up with a question(s) for each principle that will invoke application, pondering, and commitment.

Review with a Native Speaker

H. Describe your Family (~20 min.)
Describe your family to a native speaker. Talk about the characteristics of each member of your family and what your family means to you. After, ask the native speaker about their family and what their family means to them. Relate what you talk about to the principle "ພະກິດຕິຄຸນອວຍພອນຄອບຄົວຂອງເຮົາ." Focus on using the **to be** verbs, question words, subject pronouns, ວ່າ, and indefinite pronouns. Get feedback on your grammar.

I. Begin Teaching Activity (Preparation ~20 min. - Lesson ~30 min.)
Turn to *Preach My Gospel* page 176, "How to Begin Teaching." To prepare to meet with a new investigator, practice asking what the investigators expectations are, their religious background and other questions to help you know where they are in their spiritual journey. Then practice stating what your purpose is as a missionary and what the Lord expects of them. Then go and apply this with a new investigator. Get feedback from your companion afterwards.

Review with Your District

J. District Testimony Meeting (~30 min.)
With the district, go around the room and ask each missionary to share an experience of how they feel God's love. Ask each missionary questions such as: What did you do to receive that experience? How did you know it was the spirit? etc. Then have each missionary tell what the experience taught them about God. Focus on subject pronouns, the **to be** verbs, questions words, royal language, and ວ່າ.

Asking about and expressing

Possession or Ownership

Purpose

This function will help you talk about to whom something belongs or what someone has; for example, whose baptism is coming up, or what blessings you have in your life. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- How have you felt **His** love in **your** life? (Possessives)
- ເຈົ້າຮູ້ສຶກຄວາມຮັກຂອງພຣະເຈົ້າແນວໃດໃນຊີວິດຂອງເຈົ້າ.

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- God Is Our Loving Father in Heaven (What is our relationship to God?)
- Our Life on Earth (What things do we have to help us in this life?)
- The Atonement (What did Christ suffer for us?)
- Through Christ We Can Be Cleansed from Sin (How does Christ remove our sins?)
- Repentance (How do we repent of our sins?)
- Baptism (What is our part of the covenant we make? What is God's part?)
- Pray Often (How do we receive answers to our prayers?)
- Study the Scriptures (How do the scriptures help us with problems in our lives?)
- The Law of Chastity (What does chastity include besides keeping our actions pure?)
- The Law of Tithing (From where does everything we have come? What do we pay 10 percent on?)
- The Law of the Fast (How does fasting strengthen our prayers? What can we fast for?)

Tasks from Missionary Vocabulary and Phrase Book

- Obtain Referrals (Who are their friends? What are their interests?)
- Offer a Prayer (How do we express our gratitude, thoughts, and desires to God?)

Possessives

Examples from *Vocabulary and Phrases*

We will be rewarded according to **our** works.	ເຮົາຊິຮັບລາງວັນຕາມການກະທຳຂອງເຮົາ.
Jesus Christ visited the Americas to teach **His** gospel.	ພຣະເຢຊູຄິດໄດ້ຢ້ຽມຢາມອາເມລິກາເພື່ອສອນພຣະກິດຕິຄຸນຂອງພຣະອົງ.
I ask Thee to bless **my** companion.	ຂະນ້ອຍຂໍໃຫ້ພຣະອົງອວຍພອນມູ່່ຄູ່ຂອງຂະນ້ອຍ.
Eternal life is to receive God'**s** glory.	ຊີວິດນິລັນດອນຄືການຮັບລັດສະໝີພາບຂອງພຣະເຈົ້າ.

Possession

10a

Explanation

Possessive "of"

ຂອງ is used to show possession of a noun.

Grammar: Object + ຂອງ + Owner

Note: Remember that ຂອງ goes **after** the noun it modifies.

Examples:

ຂ້ອຍເປັນລູກຂອງພຣະເຈົ້າ. *I am a child **of** God.*	ປະຈາກພະຍານຂອງເຈົ້າຊິຊ່ວຍໃນຍາມມີຄວາມທຸກ. ***Your** testimony will help you in times of trials.*	ພຣະຄຳພີມໍມອນຂອງຂ້ອຍ. ***My** Book of Mormon.*
ພຣະກິດຕິຄຸນຂອງພຣະເຢຊູຄິດ. *The gospel **of** Jesus Christ.*	ການຊົດໃຊ້ຂອງພຣະຄິດ. *The Atonement **of** Christ.*	ອຳນາດຂອງພຣະເຈົ້າ. *The power **of** God*

Non-possessive "of"

There is another way to say **of** in Laotian but it does not convey possession.

Ex: ສາດສະໜາຈັກຂອງພຣະເຢຊູຄິດແຫ່ງໄພພົ້ນຍຸກສຸດທ້າຍ.

10b

ແຫ່ງ is used as another way to say **of**, but the saints in the name of the church does not indicate possession of the church by the Saints.

Examples:

ແຜນແຫ່ງຄວາມລອດ. *Plan **of** Salvation*	ພຣະວ່ຳຈາແຫ່ງປັນຍາ. *Word **of** Wisdom*
ຂອງປະທານແຫ່ງພຣະວິນຍານບໍລິສຸດ. *Gift **of** the Holy Ghost*	ຂອງປະທານແຫ່ງການເວົ້າພາສາ. *Gift **of** tongues*

Activities (see answers on pp. 230-231)

Learn on Your Own

A. Translation

On a separate sheet of paper, write the translation for each sentence. Check your answers.

1. Who's responsibility is it to teach the gospel in the family?
2. My faith in Jesus Christ is strong.
3. I teach the gospel of Jesus Christ.
4. This is my Book of Mormon.
5. The Church of Jesus Christ of Latter-day Saints.
6. Jesus Christ is everyone's Savior even though some people don't believe.

B. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ສາດສະໜາຈັກຂອງພະເຢຊູຄິດຂອງສິດທິຊົນຍຸກສຸດທ້າຍ.
   The Church of Jesus Christ of Latter-day Saints.
2. ແຜນຂອງຄວາມລອດ.
   The Plan of Salvation.
3. ຂອງສອນຫລັກທຳທີ່ໜຶ່ງ.
   You're teaching the first principle.
4. ເຈົ້າຮູ້ຈັກສາດສະໜາຈັກແຫ່ງເຮົາບໍ່?
   Are you familiar with our Church?
5. ແອລມາຂອງບິດາໄດ້ສອນໃຫ້ເພິ່ນຖິ້ມບາບຂອງເພິ່ນໄວ້.
   Alma's father taught him to abandon his sins.
6. ຂອ້ຍກະຕັນຍູສຳລັບຂອ້ຍພອນ.
   I am grateful for my blessings.

C. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ເຮົາເປັນລູກແຫ່ງພຣະເຈົ້າ.
2. ນີ້ແມ່ນເຈົ້າປຶ້ມບໍ່?
3. ຂອ້ຍຂອງຄອບຄົວສຳຄັນໃນສາຍຕາຂອງພຣະອົງ.
4. ຂອ້ຍຂອບພຣະໄທພຣະອົງສຳລັບພອນທັງຫລາຍຂອ້ຍ.
5. ສາດສະໜາຈັກແຫ່ງພຣະເຢຊູຄິດຂອງໄພ່ພົນຍຸກສຸດທ້າຍ.
6. ໂມໂຣໃນຖືກດົນໃຈໃຫ້ຂຽນຫລັກທຳແຫ່ງຄວາມເຊື່ອເທິງຜ້າທີ່ເອີ້ນວ່າປ່າຍແຫ່ງອິດສະຣະພາບ.
7. ເວລາພຣະເຢຊູຊົງສະເດັດມາຢ້ຽມຢາ່ມຊາວນີໄຟພຣະອົງຊົງໃຫ້ຊາວນີໄຟທີລະຄົນມາບາຍພຣະຫັດແລະພຣະບັດຂອງພຣະອົງ.
8. ຂອ້ຍຫວັງວ່າສັດທາຂອງຂອ້ຍໜຽງໜ.

D. Scripture Activities (15 min. each)

1. Read 1 Ne. 1:1-2. Focus on how the possessive word is used and when. Then, for each example of possession in the verses, write down the owner, ຂອງ, and the object . Ex: Object + ຂອງ + Owner
2. Read Alma 34:20–26. Underline the word ຂອງ and pay attention to how it is used. Create a lesson plan about prayer for one of your investigators and include these verses in it. Practice teaching your plan to your companion who will play the role of that investigator and get feedback on how well you used possessives.

E. Language Study Plan Activities (~20 min. each)

1. "Actively listen," bullet 1. Listen to how the natives in your mission express possession and imitate them. Write down any phrases they use that you would not have used. Review these phrases with your companion at the end of the day.
2. "Learn grammar," bullet 2. Prepare 5–10 sentences using possessives that you can use in your scheduled activities today. Have your companion check your sentences. Practice using them throughout the day.

Learn with your Companion

F. Count Your Blessings (~15 min.)

Talk about the blessings you've received in your life with your companion. Focus on using possessives correctly and get feedback from your companion.

G. Ward Council Activity (~15 min.)

With your companion, practice talking about your new investigators as you would during a ward council meeting. Tell what you know about their children, friends, job, hobbies, etc, using the appropriate possessive pronouns. Get feedback from your companion.

Learn with a Native Speaker

H. Ask a Native (~15 min.)

With a member, ask them the difference between ຂອງ and ແຫ່ງ. Practice using both words with the member.

Learn with Your District

I. Whose stuff is this? (~10 min.)
In the classroom ask whose stuff is who's. Have the missionaries respond using the possessive.

J. District Teaching Activity (~10 min.)
Pair the missionaries with someone that is not their companion. One missionary will take the role of an investigator while the other will be the missionary. Have the missionary share a message with the investigator about our relationship with Heavenly Father and Jesus Christ. Remember to focus on using the correct form of the possessive.

Review: Possession and Ownership

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking about and expressing possession or ownership

- Possessives: ຂອງ

Activities (see answers on p. 231)

Review on your Own

A. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. ໝູ່ຄູ່ຂອງຂ້ອຍຊິສອນກ່ຽວກັບແຜນຂອງຄວາມລອດ.
2. ພຣະຄຳພີຂອງມໍມອນເຫລັ້ມນີ້ແມ່ນປຶ້ມຂອງຂ້ອຍ.
3. ພຣະເຈົ້າຂອງບ້ານແມ່ນສະຫວັນ.
4. ເຈົ້າຮັກສາພຣະວາຈາຂອງປັນຍາໄດ້ບໍ່?
5. ລາງເທື່ອພຣະເຈົ້າຊິໃຫ້ເຮົາປະສົບຄວາມຜິດຫວັງເພື່ອຊ່ອຍເຮົາຊື່ນຊົມໃນຄວາມສຳເຣັດເຮົາ.
6. ກ່ອນເຮົາສອນເຮົາຕ້ອງຮັບພຣະເຈົ້າຂອງພຣະວິນຍານ.

B. Translation

On a separate sheet of paper, translate the sentences into Laotian. Check your answers. Say each of the sentences out loud and get feedback from a native speaker on your pronunciation.

1. The temple is God's house.
2. We are children of God and have his attributes.
3. The scriptures tell us that by maintaining good thoughts "your confidence will wax strong in the presence of God."
4. The scriptures are the words of Christ.
5. Pray for the spirit of discernment to help you know what to teach.
6. Charity is developed through our actions.

C. Scripture Activities (~15 min. each)

1. Read Matt 6:21. How could you apply this scripture to one of your investigators? Create a lesson plan that incorporates this scripture. You can teach about principles such as: sacrifice, charity, or the true purpose of life. Then practice your lesson plan with your companion and get feedback on how well you incorporated the scripture and how well you used possessives.
2. Read 2 Nephi 32:3 and write down the sentences that use possessives. Use this scripture to teach an investigator about importance of reading scriptures, how the scriptures are the words of Christs, and how they can be a conduit to personal revelation. Get feedback on how well you used possessives.

Review with your Companion

D. Companion Teaching Activity (~15 min.)

Teach your companion about how your mission is like tithing for the first segment of your life. Share with your companion all the blessings (specific) you have received before your mission and how they were all from Heavenly Father. Make sure to express possession correctly when referring to your blessings and blessings from God.

Review with a Native Speaker

E. Relationship Lesson (Preparation ~15 min. - Lesson ~20 min.)

In preparation to teach someone who is Buddhist, prepare a lesson where you describe our relationship with Heavenly Father and Jesus Christ. You can share personal experiences, scriptures and analogies to help your investigator to understand how we can

connect with God and He with us. Focus on possessives while you are preparing and teaching. After you teach them, have them share with you what they understood about their relationship. Pay attention to their use of possessives and if they did anything different than you.

Review with Your District

F. District Discussion (~25 min.)
Prepare a district discussion focused on personal, companionship and district goals. During the discussion, allow time for the missionaries to set personal, companionship, and district goals for this week. Remind them to focus the goals on what will help their investigators come unto Christ. Have them share their goals with another missionary and companionship and ask, Are they specific? Are they measurable? Will they make you stretch? Are they associated with names of people? In the process of this activity make sure you are using the possessive in its right form.

Asking about and

Describing Objects, People, and Their Characteristics

Purpose

This function will help you talk about and describe the characteristics of subjects and objects; for example, talking about what God is like and what His characteristics are. Below are examples of the types of things you will be able to express with the grammar in this function.

- There are **three** kingdom**s** of glory. (Number and classifiers)
- Families can be **eternal**. (Adjectives)
- My **father** is tall. (Family relations)
- **This** life is the time to prepare to meet God. (Demonstratives)
- The Book of Mormon and Bible are similar. (Similar/ Same)
- Satan is a **liar**. (Suffixes)
- **Prayer** is important. (Changing verbs into nouns)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- God Is Our Loving Father in Heaven (What are God's characteristics? What is He like?)
- The Great Apostasy (What was it like during the apostasy? What kinds of things were taught?)
- The Restoration of the Gospel (Describe Joseph Smith. What was it like where he lived?)
- The Book of Mormon (How would I describe the Book of Mormon and bear testimony about it?)
- Pray to Know the Truth (What does the Spirit feel like?)
- Our Life on Earth (How would I describe this life?)
- Spirit World (What is the spirit world like?)
- Kingdoms of Glory (What are the three kingdoms like?)
- Word of Wisdom (What are things we should avoid taking into our bodies?)

Tasks from Missionary Vocabulary and Phrase Book

- Get to Know Someone (What kind of person are they? What is their family like?)
- Make a Purchase (How would I describe what I want to buy?)
- Meet Someone (What do I want them to know about who we are? Can I describe them to someone else?)

Family Relations

Examples from *Vocabulary and Phrases*

Lehi was the **father** of Nephi.	ລີໄຮເປັນພໍ່ຂອງນີໄຟ.
I know that **you** will receive and answer to **your** prayer. (aunt)	ຂອ້ຍຮູ້ວ່າປ້າຊິຮັບຄຳຕອບໃຫ້ຄຳອະທິຖານຂອງປ້າ.
Jacob had 12 **sons.**	ເຈຂັບມີລູກຊາຍສິບສອງຄົນ.
Nephi had 3 **older brothers**.	ນີໄຟມີອ້າຍສາມຄົນ.
Did **you** pray about the Book of Mormon? (grandfather)	ພໍ່ເຖົ້າໄດ້ອະທິຖານກ່ຽວກັບພຣະຄຳພີມໍມອນບໍ?
How did **you** feel when **you** read Alma 18? (older sister)	ເອື້ອຍຮູ້ສຶກແນວໃດເມື່ອອ່ານໜັງສືແອລມາບົດທີ່ສິບແປດ?
Joseph had 10 **older brothers** and one **younger brother.**	ໂຢເຊັບມີອ້າຍສິບຄົນແລະນອ້ງຊາຍຄົນດຽວ.

Explanation

Family is very important in Laotian culture and has a significant role in the language. Family names serve two purposes: to distinguish the different members of the family (like in English) and as prounouns or titles used when addressing someone.

Describing

Family Member Names

11a

The names of the members of the family are used when saying how many “family members” you have and asking how many “family members” someone else has. We do this in English when we ask “How many sisters do you have?”.

Younger Brother	ນອ້ງຊາຍ
Older Brother	ອ້າຍ
Younger Sisiter	ນອ້ງສາວ
Older Sister	ເອື້ອຍ
Mother	ແມ່
Father	ພໍ່
Uncle	ລຸງ
Aunt	ປ້າ
Grandmother	ແມ່ເຖົ້າ
Grandfather	ພໍ່ເຖົ້າ
Parents/Dad and Mom	ພໍ່ແມ່
Child	ລູກ
Son	ລູກຊາຍ
Daughter	ລູກສາວ

***Note:** There are more names for family members than the ones listed. There are several more grouped according to age and which side of the family they are in relation to you (maternal or paternal), but these are the most common ones that you will hear.

Examples:

ອັບລາຮາມມີແຕ່ລູກຊາຍຄົນດຽວ. *Abraham only had one **son.***	ລຸງຂອງໂມເຊເປັນກະສັດຂອງອີຢິບ. *Moses' **uncle** was pharaoh of Egypt.*
ພຣະເຈົ້າຊົງຢາກໃຫ້ເຮົາເຊື່ອຟັງພໍ່ແມ່ຂອງເຮົາ. *God wants us to obey our **parents.***	ພວກອ້າຍຂອງໂຢເຊັບຂາຍເພິ່ນໄປເປັນຂ້າທາດ. *Joseph's **older brothers** sold him as a slave.*
ແມ່ຂອງພຣະເຢຊູຄິດເປັນຄົນມະຕະ. *Jesus' **mother** was mortal.*	ຊາວແອມອນຖືກາແມ່ສອນໃຫ້ໄວ້ວາງໃຈໃນພຣະເຈົ້າ. *The Ammonites were taught by their **mothers** to trust God.*

Family Member Names used as Titles

11b

In Laotian it is polite to address each person by their family title. This includes strangers and those familiar to you. Their title is determined by comparing their age to yours. Those that are roughly your parents' age you would call “ພໍ່” or “ແມ” and those

that are roughly your litter sister's age you would refer to as "ນອ້ງສາວ". You could refer to a man that is roughly your father's age as "ພໍ່" or "ລຸງ". Normally, you would refer to someone you knew closely as "ພໍ່" while using "ລຸງ" with someone you are not as familiar with. This applies to "ແມ" and "ປາ" also.

You use their title by substituting their title for the pronoun. If you are not sure of their age it is safe to address them by the older title. If they end up being younger than you or they feel uncomfortable with you addressing them with a more respectful title then they may ask you to address them in a more familiar way or different way. This is fine when that happens. Better safe than rude!

English: Hello! How are **you** doing?

Hello! How is **older brother** doing?

Laotian: ສະບາຍດີ! ອ້າຍສະບາຍດີບໍ?

Notice how "ອ້າຍ" takes the place of **you**. Do this everytime you speak to someone. It may be hard at first, but it shows the proper respect.

Note: refer to the lesson entitled *"Subjects Pronouns"* to see how titles/pronouns are used.

Examples:

ຂໍໃຫ້ລຸງອ່ານຂໍ້ນີ້ແດ່? *Would **you** read this scripture? (uncle)*	ພວກເຮົາກັບມາສອນປ້າອີກໄດ້ບໍ່? *Can we come back and teach **you**? (aunt)*
ແມ່ເຖົ້າເຊື່ອໃນພຣະເຢຊູຄິດບໍ່? *Do **you** believe in Jesus Christ? (grandmother)*	ວັນອາທິດນີ້ພໍ່ຊິໄປໂບດບໍ່? *Will **you** go to church this Sunday? (father)*
ເອື້ອຍຮັບບັບຕິດສະມາໃນວັນທີສິບເອັດເດືອນມີນາໄດ້ບໍ່? *Will **you** be baptized on March 11th? (older sister)*	ນອ້ງຊາຍຮູ້ສຶກແນວໃດຢູ່ໂບດ? *How did **you** feel at church? (younger brother)*
ມື້ນີ້ອ້າຍໄດ້ອ່ານພຣະຄຳພີບໍ່? *Did **you** read the scriptures today? (older brother)*	ເຫດການໃດແມ່ຈຶ່ງບໍ່ໄປໂບດມື້ວານນີ້? *Why weren't **you** able to come to church yesterday? (mother)*

Activities (see answers on p. 231)

Learn on Your Own

A. Testing - "family member names used as titles"

For this activity, write down the proper title you would use to address the person being described. Check your answers.

Ex: 40 years old, female ແມ /ປາ

1. 60-70 years old, male
2. 12 years old, school girl
3. 20-30 years old, female
4. 30 years old, male
5. 35 years old, Branch President
6. 76 years old, female
7. 21 years old, college student, female
8. 16 years old, male
9. 42 years old, store owner, male
10. 82 years old, male

B. Translation for family relations

On a separate sheet of paper, translate each sentence and write the correct family relation in each of the sentences below. Check your answers.

1. My dad is 60 years old.
2. Her older brother works at night.
3. Where does your mom work?
4. Is your uncle a Mormon?
5. My younger brother goes to college.
6. We go to my grandparents every Sunday for dinner.
7. I am thankful for my little brother 's good example.
8. My parents are Buddhist.

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ເຈົ້າສະບາຍດີບໍ່? (speaking with grandmother)
2. ແມ່ເຮັດຫຍັງ? (speaking with someone your younger sister's age)
3. ເຈົ້າຮູ້ສຶກແນວໃດເມື່ອເຈົ້າອະທິຖານພໍ່?
4. ນອ້ງຊາຍຮັກສາກິດເງິນສ່ວນສິບໄດ້ບໍ່? (speaking with male older than you)
5. ແມ່ເຖົ້າເຊື່ອຫຍັງກ່ຽວກັບພຣະເຈົ້າ? (speaking with grandfather)
6. ພໍ່ດີຂອງຮີລາມັນຊື່ແອລມາ.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ແມ່ໄດ້ອ່ານພຣະຄຳພີມື້ນີ້ບໍ່? (speaking with middle-aged woman)
2. ເອື້ອຍຄິດຫຍັງແດ່? (speaking with male younger than you)
3. ຂອ້ຍມີບາລະເດີໃຫ່ຍສາມຄົນ.
4. ເຈົ້າລຸງເຊົ້າສູບຢາໄດ້ບໍ່?(speaking with middle-aged man)
5. ເຫດການໃດເຈົ້າຈຶ່ງບໍ່ໄປໂບດ? (speaking with older man)
6. ຂອ້ຍມີນອ້ງສາວຫ້າຄົນ.
7. ເຈົ້າຮູ້ສຶກຈັ່ງໃດຢູ່ໂບດແມ່?
8. ນີ້ໄຟມີນອ້ງຊາຍສາມຄົນ.
9. ຂອ້ຍບໍ່ມີລູກຈັກຄົນ.
10. ພໍ່ມີຫຍັງຊອ່ຍບໍ່? (speaking with older woman)

E. Scripture Activities (~)

1. Read 1 Nephi 7: 6. Write down the family members that are mentioned in this scripture and their relationship to Nephi. Act out the story contained in 1 Nephi 7 and practice using the correct family titles as you address each other in the re-enactment. This is a fun activity to do when you are teaching a young family with children and you want the children to learn and feel the spirit.
2. Read Matthew 10: 35-37. Focus on how the Savior uses family relations to teach about sacrifice. Share this scripture with an investigator who is having a difficult time with faith in Jesus Christ.

F. Language Study Plan Activities (~)

1. "Actively listen," bullet 3. Because there are some differences between the ways that Laotian and English speakers address other people, it's very important to listen carefully to how natives use them. Look for patterns in the ways natives use family titles when refering to others and try to imitate them.

Learn with your Companion

G. Introduce your Family (~15 min.)

Have you and your companion take out a picture of your family. Introduce each member of your family and share one thing about them. Take turns asking each other questions about the members of your families. During this activity, focus on using the correct family name and family title when refering to each person. If anyone uses a title or name of a family member incorrectly, correct them and have them use it in a sentence correctly.

H. Get to Know Your Investigator Practice (~15 min.)

Identify an investigator whom you are currently teaching. Prepare questions to get to know your investigator's family members. Take turns acting as the investigator and practice asking each other the questions you have prepared.

Learn with a Native Speaker

I. Get to Know Your Investigator (~ 20 min.)

This activity is similar to activity #H in the "Learn with your Companion" section. This time; however, set an appointment with the investigator you have chosen and ask them the questions you've practiced in activity #H. Tell them about your background and family as well. Notice how they use family titles when they respond.

Learn in a Classroom or District Meeting

J. District Family Intro (~15 min.)

Have each member in the district tell about their family while practicing the proper use of family names. This would be a good activity to combine with the "Adjectives" lesson by introducing family members and describing them.

K. Scenario Activity (~5 min. per scenario)
As a district, create several scenarios with a different person acting as an investigator in each scenario. Choose an age, gender and occupation for each person in the scenario. Take turns participating in a scenario as either a missionary or an investigator. Before each scenario, have the person tell the rest of the district the age, gender and occupation of the person in the scenario. Have the missionaries get to know that person while using the correct title.
(Ex: Investigator-32 year old man who just lost his job; missionary meets him at his cousin's house.)

Demonstratives

Examples from *Vocabulary and Phrases*

From **this** passage, what can we learn about faith?	ຈາກຂໍ້ນີ້,ເຮົາສາມາດຮຽນຫຍັງກ່ຽວກັບສັດທາ?
Alma taught the Zoramites **these** principles.	ແອລມາໄດ້ສອນຫລັກທຳເຫລົ່ານີ້ໃຫ້ຊາວໂຊລັມ.
We say **these** things in the name of Jesus Christ, amen.	ພວກຂະນ້ອຍເວົ້າສິ່ງເຫລົ່ານີ້ໃນພຣະນາມຂອງພຣະເຢຊູຄິດ,ອາແມນ.
Why did Noah build **that** boat?	ເປັນຫຍັງໂນອາຈຶ່ງໄດ້ສ້າງເຮືອລັມນັ້ນຂຶ້ນ?
Why do you feel **that** way?	ເປັນຫຍັງເຈົ້າຈຶ່ງຮູ້ສຶກແນວນັ້ນ?
The Nephites went forth one by one and touched Jesus' hands like this...(as if showing someone)	ຊາວນີໄຟຄົນລະຄົນໄດ້ໄປຫາພຣະເຢຊູແລະບາຍພຣະຫັດຂອງພຣະອົງຈັ່ງຊີ້...

Explanation

Demonstratives are words used to point people or objects out, such as **this** and **that**. Some demonstratives describe actions and ideas rather than nouns.

Note: Do not confuse demonstratives with connection words such as ວ່າ or ທີ່. It is also important to remember that, in Laotian, demonstratives come ***after*** the noun they describe. For example: ຄົນນີ້.

Examples:

ເລື່ອງນີ້ສອນກ່ຽວກັບສັດທາ. ***This** story teaches about faith.*	ຄວາມປາດຖະຫນາຂອງພຣະເຈົ້າສຳລັບພວກເຮົາເປັນຈັ່ງຊັ້ນ. *The desire of God for us is **like that.*** (the context of this sentence may seem strange, but it is indicating what the speaker has explained previously).
ຄົນເຫລົ່ານັ້ນຊື່ສັດຫລາຍ. ***Those** people were very faithful.*	ຂອ້ຍມັກບົດເຫລົ່ານີ້ໃນພຣະຄຳພີມໍມອນ. *I like **these** chapters in the Book of Mormon.*
ຂໍ້ນີ້ເວົ້າກ່ຽວກັບສັດທາ. ***This** verse talks about faith.*	ເມື່ອເຮົາອະທິບາຍແນວນັ້ນຄົນລາວຈຶ່ງຊິເຂົ້າໃຈໄດ້ດີຂຶ້ນ. *When we explain it in **that** way, Lao people can understand better.*
ຫລັກທຳເຫລົ່ານີ້ສຳຄັນຫລາຍ. ***These** principles are very important.*	ຂອ້ຍຮູ້ວ່າຂໍ້ນີ້ແທ້ຈິງ. *I know that **this** scripture is true.*

Demonstratives of Objects

Demonstratives are used to identify a specific noun. They can be used to identify single nouns (this/that) or multiple nouns (those/these).

12a

Grammar: S + V + O + ນີ້/ນັ້ນ/ເຫລົ່ານັ້ນ/ເຫລົ່ານີ້

or

O + ນີ້/ນັ້ນ/ເຫລົ່ານັ້ນ/ເຫລົ່ານີ້ + V _

Examples

ໃນສາດສະໜາຈັກນີ້ເຮົາຫາຄຳຕອບຫລາຍຢ່າງ. *In **this** Church we find many answers.*	ມື້ນັ້ນຍາກຫລາຍ ***That** day was difficult.*
ຄຳຂຽນເຫລົ່ານັ້ນໄດ້ຊ່ວຍຂອ້ຍຄືກັນ. ***Those** writings have helped me, too.*	ພຣະຄຳພີຂໍ້ນັ້ນຊ່ວຍຂ້ອຍຫລາຍ. ***That** scripture helped me a lot.*
ການສອນເຫລົ່ານັ້ນສາມາດປະທານສັດທາໃຫ້ເຮົາ. ***Those** teachings can give us faith.*	ໃນຍາມນີ້ພວກເຮົາຕອ້ງການການນຳພາຫລາຍ. *In **this** time we need a lot of guidance.*
ຫລັກທຳເຫລົ່ານີ້ຊິໃຫ້ພອນແກ່ເຈົ້າ. ***These** principles will bless you.*	ຄວາມຮູ້ສຶກນີ້ມາຈາກພຣະເຈົ້າ. ***This** feeling is from God.*

Demonstratives of Action and Idea

12b

The previous section explained how to use demonstratives for nouns such as people, places and objects. This section will explain how to use the words ຈັ່ງຊີ້/ຈັ່ງຊັ້ນ and ແນວນີ້/ແນວນັ້ນ when describing actions or ideas. A good basic translation for these words would be "in this/that way." For example, one could explain how to give a priesthood blessing by showing another how the hands are placed on the head "in this/that way."

Grammar: S + V + ຈັ່ງຊີ້/ຈັ່ງຊັ້ນ **or** ແນວນີ້/ແນວນັ້ນ

Examples:

ເມື່ອອວຍພອນຄົນເຮົາວາງມືໃສ່ເຖິງຫົວຈັ່ງຊີ້. *When giving a blessing, we place our hands on the head **like this**.*	ເມື່ອອະທິຖານຂ້ອຍຕ້ອງກອດເອົາແນວນີ້ບໍ່? *When I pray, I fold my arms **like this**?*
ເພິ່ນເວົ້າຈັ່ງຊັ້ນບໍ່? *He said **that**?*	ຄວາມຮູ້ສຶກຂອງຈິດໃຈຂ້ອຍເປັນແນວນັ້ນ. *The feelings of my heart are **like that**.*

Other forms of Demonstratives

12c

There is one exception for having ນີ້/ນັ້ນ at the beginning of a sentence. When we present or tell what something is in English we say, "**This** is the Book of Mormon." In these cases, ນີ້ and ນັ້ນ will be used but ອັນ or the classifier for the object sometimes will be added in front. ອັນ/classifier when added with ນີ້/ ນັ້ນ means *this* or *that thing*.
Example: ອັນນີ້ແມ່ນໂບດຂອງເຮົາ.

Grammar: ອັນນີ້/ອັນນັ້ນ + V + O.

Examples:

ນີ້ແມ່ນພຣະຄຳພີມໍມອນ. ***This** is the Book of Mormon*	ຂໍ້ນີ້ແມ່ນຄຳເວົ້າຂອງນີໄຟ. ***This** verse is the words of Nephi.*
ນີ້ແມ່ນພຣະວິຫານ. ***This** is the temple.*	ອັນນີ້ແມ່ນຄຳສອນແລະພັນທະສັນຍາ. ***This** is the Doctrine and Covenants.*

Activities (see answers on p. 231)

Learn on Your Own

A. Identifying Demonstratives
On a separate sheet of paper or aloud with your companion, find the demonstratives both in Laotian and English in each of the following sentences. Be sure to check your answers.

1. ປຶ້ມນີ້ສອນວ່າສິ່ງເຫລົ່ານີ້ເປັນຄວາມຈິງ.
   This book teaches that these things are true
2. ໃນພາບທີ່ມາໃຫ້ເຫັນນັ້ນໂຢເຊັບສະມິດໄດ້ເຫັນພຣະເຈົ້າ ແລະພຣະເຢຊູຄິດ.
   In that vision, Joseph Smith saw God and Jesus Christ.
3. ເມື່ອກິນເຂົ້າໜຽວກັບຊະມາສິກາກໍຕ້ອງປັ້ນມັນຈັ່ງຊີ້.
   When eating sticky rice with members, roll it up like this.
4. ໃນບົດຮຽນນີ້ມັນມີຫລາຍຢ່າງທີ່ຈະຮຽນ.
   In this lesson there's a lot to learn.
5. ເຮົາຄວນສອນຫລັກທຳການຟື້ນຟູແນວນັ້ນບໍ່?
   Should we teach the restoration principle in that way?
6. ເຮົາຄວນຊ່ວຍສະມາຊິກເຫລົ່ານັ້ນ.
   We should help those members.
7. ຄຳສອນເຫລົ່ານັ້ນແມ່ນສຳຄັນຫລາຍ.
   Those doctrines are very important.
8. ຜູ້ສອນສາດສະໜາເຫລົ່ານັ້ນໄດ້ເຊື່ອຟັງ.
   Those missionaries were obedient.

B. Fill in the Blank
On a separate sheet of paper or aloud with your companion, give the correct demonstrative in its correct form for each of the following sentences. Check your answers.

1. ຂອບໃຈສຳລັບພອນ ___ (*these*).
2. ໃນຊີວິດ___ (*this*) ເຮົາມີປະສົບການຫລາຍຢ່າງ.
3. ຂ້ອຍຂໍໃຫ້ເຈົ້າອ່ານຂໍ້ ___ (*those*) ໃຫ້ຂ້ອຍແດ່.
4. ___ (*that person*) ເປັນອະທິການຫວອດ.
5. ຜູ້ສອນສາດສະໜາຕ້ອງຊ່ອຍກັນຂັບຣິດຖອຍອອກຈາກບ່ນຈອດ____. *(like this)*
6. ເຮົາສາມາດຮຽນຈາກຕົວຢ່າງຂອງຄົນ___ (*those*) ຫລາຍ.
7. ພຣະເຈົ້າອາດຈະຕອບຄຳອະທິຖານຂອງເຈົ້າ____. *(that way)*

Describing

Do Something More

For each demonstrative phrase from the questions in Activity B, write your own sentences that you could use during a teaching appointment today.

C. Common Errors
Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ເຮົາຂອບພຣະໄທພຣະອົງສຳລັບນີ້ວັນ.
   We thank thee for this day.
2. ຂໍ້ຄວາມສນີ້ເວົ້າກ່ຽວກັບສັດທາ.
   These verses talk about faith.
3. ຄົນນັ້ນເປັນຄົນທີ່ເຊື່ອຟັງ.
   Those people are obedient.
4. ສະມາຊິກຈັ່ງຊັ້ນຊື່ສັດ.
   These members are faithful.
5. ວ່າແມ່ນຂໍ້ຄວາມທີ່ຂ້ອຍມັກຫລາຍທີ່ສຸດ.
   That is my favorite verse.
6. ບົດຮຽນໜ້າອັດສະຈັນ.
   That lesson was wonderful.

D. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ຂ້ອຍຮູ້ວ່າຂໍ້ນີ້ຊ່ອຍເຈົ້າ.
2. ພວກເຮົາກິນພິທີສິນຣະລຶກຈັ່ງນີ້.
3. ນັ້ນຄວາມຮູ້ສຶກມາຈາກພຣະເຈົ້າ.
4. ໃນເລື່ອງນີ້ເຫລົ່ານີ້ຄົນຮຽນຫຍັງ?
5. ພຣະຄຳເຫລົ່ານັ້ນຊ່ອຍເຈົ້າກັບບັນຫາຂອງເຈົ້າແນວໃດ?
6. ຂ້ອຍຮູ້ນັ້ນພຣະເຈົ້າພຣະຊົນຢູ່ແລະນີ້ຊີວິດເປັນສຳຄັນ.
7. ເປັນຫຍັງເຈົ້າຈຶ່ງບ່ຢາກອະທິຖານກ່ຽວກັບເລື່ອງນີ້?
8. ເຫລົ່ານີ້ພິທີການສຳຄັນເພື່ອກັບຄືນຫາພຣະເຈົ້າອີກ.
9. ປະສົບການນັ້ນຊ່ອຍຂ້ອຍກັບສັດທາຂອງຂ້ອຍ.
10. ພຣະເຈົ້າບ່ຢາກເຮົາຮູ້ສຶກຄວາມໂສກເສົ້າແບບນັ້ນ.

E. Describe the Picture (~15 min.)
Describe the picture to the right from Lehi´s perspective. Point to the people or things that you are referring to as you describe his dream. Pay special attention to how you use demonstratives for both nouns and actions. For example, Lehi could have said, "ນັ້ນແມນຕົ້ນໄມ," "ໝາກໄມນັ້ນສີຂາວຫລາຍ," etc. Some words you might use include: ຕົ້ນໄມ, ສະໜາມ, ອາຄານ, ໝາກໄມ, ຄົນ, ແມນ້ຳ, ໝອກແຫ່ງຄວາມມືດມົວ, etc. Try to look up other words that you do not know in the picture.

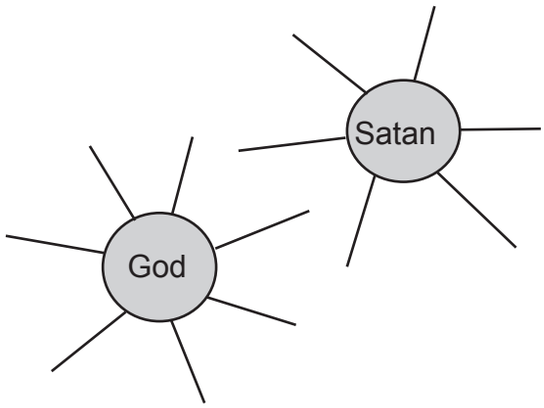
Learn with your Companion

F. Picture Lesson (~15 min.)
For companion study, practice using pictures to teach lesson one. Choose a picture from the lesson one pamphlet. As you are using the picture make sure to use the demonstratives to describe different parts of the pictures to help you in your teaching. Give each other feedback on whether or not you used the demonstratives correctly.

Learn with a Native Speaker

G. Blessings Lesson (Preparation ~15 min.- Lesson ~15 min.)
Choose an investigator that you are teaching and one commitment that is difficult for them to keep. Prepare a lesson that you could share with them which explains the importance of this commitment/commandment and the blessings that they will receive by following it. Write a list of these blessings and take that list with you when you teach. You could say such things as: "When you keep ***this*** commandment you will...." Focus on using the correct demonstratives as you teach. Get feedback from the investigator.

H. Path Lesson (Preparation ~10 min.- Lesson ~15 min.)
Prepare a lesson that you could share with a native speaker about following God. In this lesson, relate our decisions to following a path, either God's or Satan's paths. Draw two main circles and label one "God" and the other "Satan" and draw lines coming out from the main circle. (Like the example on the right). Label each line with an activity that leads to either God or Satan. Focus on using demonstratives as you point out the paths that lead to God or Satan. Get feedback from the native speaker.



Learn with Your District

I. District Teaching Activity (Preparation ~5 min. - Activity ~10 min.)
Much like the activity for "Learn with your Companion," divide the missionaries into small groups and give them some time to prepare a five minute lesson on one principle from lesson one using pictures to help convey the doctrine. After they have prepared, put two groups together and have them practice teach each other using the pictures while focusing on using the demonstratives correctly. Give each other feedback on their use of the demonstratives.

J. District Commitment Lesson (Preparation ~5 min. - Activity ~15 min.)
As a district choose 3 or 4 commandments or commitments that are difficult for your investigators to keep. Divide the missionaries into groups of 2 or 3 and give each group one of these commandments/commitments. Instruct them to prepare a 5 minute lesson that focuses on helping the investigator keep the commitment/commandment and focus on using the demostratives correctly. Have each group teach their mini lesson to the rest of the district and give feedback on their use of the demonstratives and how effective they were used in helping the investigator overcome their concern.

Adjectives

Examples from *Vocabulary and Phrases*

Our physical bodies are **imperfect**.	ຮ່າງກາຍຂອງເຮົາບໍ່ໄດ້ດີພ້ອມ.
Next week, we will discuss **eternal** families.	ອາທິດໜ້າ,ເຮົາຊິສົນທະນາເຖິງຄອບຄົວນິລັນດອນ.
The **Great** Apostasy led to **spiritual** darkness.	ການປະຖິ້ມຄວາມເຊື່ອທີ່ຍິ່ງໃຫຍ່ໄດ້ນຳໄປສູ່ຄວາມມືດມົວທາງວິນຍານ.
Enduring to the end includes doing **good** works.	ການອົດທົນຈົນເຖິງທີ່ສຸດຮ່ວມດ້ວຍການກະທຳດີ.

Explanation

An **adjective** describes a person, place, or thing.

Examples:

The **true** church. ສາດສະໜາຈັກທີ່ແທ້ຈິງ.	Nephi has **strong** faith. ນີໄຟມີສັດທາທີ່ເຂັ້ມແຂງ.
The **restored** gospel. ພຣະກິດຕິຄຸນທີ່ຖືກຟື້ນຟູ.	I want to have an **eternal** family. ຂອຍຢາກມີຄອບຄົວນິລັນດອນ.

Describing

Position of Adjectives

13a In Laotian, the adjective is **always** placed **after** the noun that it describes. In this position, the adjective distinguishes the noun from others of the same type by restricting, clarifying, or specifying the meaning of the noun.

Grammar: S + V + O + (ທີ່) + adjective ***or*** Noun + adjective

13b *The adjective is said twice following the noun to intensify the description.

ຈົ່ງເປັນຄົນດີ! *Be a good person!*	ຈົ່ງເປັນຄົນດີໆ!!! *Be a <u>very</u> good person!!*

Examples:

ສາດສະດາທີ່ແທ້ຈິ່ງສາມາດເວົ້າກັບພຣະເຈົ້າ. *A **true** prophet speaks with God.*	ສາດສະໜາຈັກທີ່ຖືກຟື້ນຟູມີຢູ່ໃນໂລກນີ້. *The **restored** Church is on the earth.*	ເຮົາໄດ້ສອນບົດຮຽນດີ. *We taught a **good** lesson.*
ພຣະບິດາເທິງສະຫວັນໃຈດີ. *Heavenly Father is **kind.***	ຫລັກການທຳທີ່ຈຳເປັນ. *The **essential** principles*	ພຣະເຈົ້າເປັນພຣະບິດາທີ່ຮັກຂອງເຮົາ. *God is our **loving** Heavenly Father.*
ພຣະກິດຕິຄຸນສົມບູນມີຢູ່ເທິງໂລກນີ້. *The **fullness** of the gospel is on the earth.*	ນີໄຟໄດ້ມີຄັນທະນູເຫລັກຊຶ່ງເພິ່ນຫັກ. *Nephi had a **steel** bow which he broke.*	ນີໄຟມີພໍ່ແມ່ດີທີ່ໄດ້ສອນພຣະກິດຕິຄຸນໃຫ້ເພິ່ນ. *Nephi had **good** parents that taught him the gospel.*

Note: *ທີ່ is used to clarify that you are describing the noun. It can be omitted but if the listener is having trouble following what you are saying, use* ທີ່. See the section entitled “Adjective Clauses” for further uses of “ທີ່“.

Changing Verbs into Adjectives

13c Many times verbs can be changed into adjectives. This may be a confusing concept at first, but it isn't difficult. In Laotian, the prefixes ຫນ້າ and ເປັນຕາ can be used to do this.

Grammar: S + ຫນ້າ + V **or** O + ຫນ້າ + V

S + V + O + ເປັນຕາ + Adj.

Examples:

ພຣະຄຳພີຂໍ້ນັ້ນຫນ້າສົນໃຈແທ້ໆ *That scripture is very **interesting**.*	ການອະທິຖານບໍ່ແມ່ນເລື່ອງຫນ້າຢ້ານ *Prayer isn't a **scary** thing.*
ຖ້າເຮົາສອນໂດຍອຳນາດຂອງພຣະວິນຍານບໍລິສຸດການສອນຂອງເຮົາບໍ່ເປັນຕາເບື່ອ. *If we teach by the power of the Holy Ghost, our teaching won't be **boring.***	ຊາວເລມັນໄດ້ຄິດວ່າຊາວນີໄຟເປັນຕາຊັງຍ້ອນຄວາມເຊື່ອຂອງເຂົາໃນພຣະຜູ້ເປັນເຈົ້າ. *The Lamanaites thought the Nephites were **detestable** because of their belief in God.*

13d ***Note:*** There are other ways of creating an adjective which are not as common. For example, this can be done by placing ປານ between two nouns. Ex: ຄວາມດີໃຈໃນປານເດັກນ້ອຍ Child-like happiness . ປານ by itself means **like**, **similar to**. Pay attention to native speakers who may use different words to create adjectives.

Another Use of Adjectives

Adjectives are used to describe people or stative verbs. When describing people (physically or personality) you do not use the verb **to be (**ເປັນ**).**

Ex: ພຣະເຈົ້າເມດຕາ.
God is merciful.

13e However, if you wish to say something like, "Chris is a good person," the word ເປັນ is used because you are describing Chris as a noun; he is a "good person". Any time an article (such as **a** or **the**) is used to describe the noun, ເປັນ or ແມ່ນ will be used.

Ex: ພຣະເຈົ້າເປັນອົງເມດຕາ.
God **is a** merciful God.

Examples:

ພຣະຄຳພີມໍມອນແມ່ນປຶ້ມພິເສດຫລາຍ. *The Book of Mormon **is** a very **special book.***	ທຸກຄົນຊິມີຄວາມທຸກທໍລະມານຍາກໃນຊີວິດຂອງເຂົາ. *Everyone will have **difficult** trials in their lives.*	ພຣະເຢຊູຄິດດີພ້ອມ. *Jesus Christ was **perfect.***
ສາດສະດາເປັນຕົວຢ່າງທີ່ດີ. *The prophet **is** a **good example**.*	ໂກໄລອັດເຂັ້ມແຂງແລະສູງຫລາຍ. *Goliath was very **tall** and **strong**.*	ນີໄຟເຂັ້ມແຂງ. *Nephi is **strong.***

Adjective Clauses

13f Adjective clauses are composed of two clauses linked together by a relative pronoun. **Who**, **whom**, **that**, and **which** are some familiar relative pronouns used in English to create adjective clauses.

Ex: ພຣະຄຳພີມໍມອນແມ່ນທາງທີ່ຊ່ວຍເຮົາມາໄກ້ສິດພຣະຜູ້ເປັນເຈົ້າ.
The Book of Mormon is the path ***that will help us become closer to God***.

That is used to link the sentence clauses together and thus give us a better description of the Book of Mormon. Be careful not to confuse this **that** with the demonstrative form.

Laotian	English	Grammar	Examples
ທີ່	That	S + V + O + ທີ່ + description.	ພຣະຄຳພີມີໄວ້ເພື່ອຊ່ອຍເຮົາເປັນຄົນຊອບທຳທີ່ຫລີກລ້ຽງຄວາມຜິດໄດ້. *The purpose of the scriptures is to help us be righteous people **that** can avoid avoid mistakes.*
ຊຶ່ງ/ເຊິ່ງ	Which	S + V + O + ຊຶ່ງ/ເຊິ່ງ + description.	[ຜູ້ສົນໃຈ]ຕອ້ງການຮູ້ສຶກເປັນພາກສ່ວນໃນກຸ່ມເຊິ່ງມາຈາກການຮູ້ວ່າເຂົາເຈົ້າເປັນລູກຂອງພຣະເຈົ້າ. *Investigators need the sense of belonging **which** comes from knowing that they are children of God.*
ຜູ້	Who	S + V + O + ຜູ້ + description.	ແອລມາເປັນປະໂລຫິດຂອງກະສັດໂນອາຜູ້ໄດ້ຖ້ມໃຈເກົ່າເອົາໃຈໃໝ່. *Alma was a priest of King Noah **who** changed his ways.*

***Note:** "ທີ່", "ຊຶ່ງ/ເຊິ່ງ", and "ຜູ້" are oftentimes used interchangably.*

Activities (see answers on p. 231)

Learn on Your Own

A. Find the Adjective

Each sentence has at least one adjective. Write the adjectives in both Laotian and English on a separate sheet of paper.

1. ພວກສາດສະດາໄດ້ມີປະຈັກພະຍານທີ່ຊື່ສັດໃນພຣະຄຣິດ.
   The prophets had faithful testimonies of Christ.
2. ພຣະເຈົ້າເປັນພຣະບິດາເທິງສະຫວັນທີ່ຮັກຂອງເຮົາ.
   God is a loving Heavenly Father.
3. ການມີຄອບຄົວນິລັນດອນຄວນເປັນເປົ້າໝາຍຂອງເຮົາ.
   Having an eternal family should be our goal.
4. ປະສົບການຂອງໂຢເຊັບສະມິດຫນ້າປະທັບໃຈ.
   Joseph Smith's experience is touching.
5. ພຸຣະຄຳພີຂໍ້ນີ້ງາມແລະອະທິບາຍການອະທິຖານແບບເຂົ້າໃຈງ່າຍ.
   This scripture is beautiful and explains prayer in an easy way.
6. ຈົ່ງສອນເລື່ອງສັດທາໃນພຣະເຢຊູຄຣິດເຊິ່ງເປັນຮາກຖານທີ່ເຂັ້ມແຂງຂອງສາດສະໜາຂອງເຮົາ.
   Teach of faith in Jesus Christ, which is the strong foundation of our religion.
7. ຂອ້ຍມີປະຈັກພະຍານທີ່ເຂັ້ມແຂງ.
   I have a strong testimony.
8. ບົດນີ້ສັ້ນຫລາຍ.
   This is a short chapter.
9. ອັ່ນນັ້ນແມ່ນຄຳຖາມດີ.
   That's a good question.
10. ຄວາມໃຈບຸນແມ່ນຄຸນສົມບັດທີ່ສຳຄັນຫລາຍທີ່ສຸດຂອງພຣະຄຣິດ.
    Charity is the most important Christlike attribute.

B. Make your own sentences

On a separate sheet of paper, write an adjective that would fit with the word or phrase given. Once you have thought of an adjective, say or write it in a sentence. You may also do this activity out loud with your companion.

1. ພໍ່ແມ່
2. ພຣະຄຳພີມໍມອນ
3. ຄອບຄົວຂອງຂອ້ຍ
4. ຄວາມອົດທົນ
5. ພຣະເຢຊູຄຣິດ
6. ຄຳຕອບ
7. ຮ່າງກາຍ
8. ຊີວິດ
9. ແອລມາ
10. ພຣະຄຳຂອງພຣະເຈົ້າ
11. ເຮືອນຂອງພຣະເຈົ້າ
12. ມູ່ຄູ່ຂອງເຈົ້າ

C. Description Activity

Prepare a lesson about God and Jesus Christ. Come up with as many sentences as you can that describe who God and Jesus Christ are. Write each adjective and make sure the adjective is positioned correctly. You may also do this activity out loud with your companion. Check your sentences with a native speaker.

D. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ຄຳອະທິຖານເປັນສັ້ນແລະເຕັມໄປດວ້ຍອຳນາດ.
   The prayer was short and powerful.
2. ພຣະເຈົ້າຢາກເຮົາມີບໍລິສຸດໃຈ.
   God wants us to have pure hearts.
3. ພຣະເຈົ້າຊົງຍອມຮັບແຕ່ຄຳອະທິຖານເທົ່ານັ້ນ.
   God only accepts sincere prayers.
4. ຜູ້ນັ້ນແມ່ນສູງຄົນເຮົາພົບຢູ່ບອ່ນລົ້ນແມ່ນບ໋?
   That's the tall person that we met at the park, right?
5. ຊິດສະເຕີແສງເປັນດີໃຈ.
   Sister Saeng is happy.
6. ການສອນດີຫລາຍຂອງເຈົ້າ.
   Your teaching was very good.
7. ເຮົາສາມາດມີສະບາຍຊີວິດ.
   We can have a happy life.
8. ເຮົາພົບດີເມຍຂອງລາວ.
   We met his kind wife.

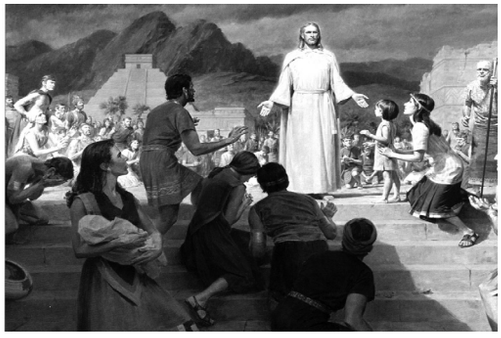
E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ທາງທີ່ໄປສູ່ພຣະເຈົ້າແມ່ນຊື່ແລະແຄບ.
2. ວິທີເຮົາຮັບຄຳຕອບແມ່ນໂດຍງ່ຽບຄຳອະທິຖານ.
3. ພຣະວິຫານເປັນສັກສິດບອ່ນເພື່ອຮັບການເປີດເຜີຍ.
4. ເຖິງແມ່ນເປັນສຳມະຊິກເຮົາຍັງບ໋ມີງ່າຍຊີວິດ.
5. ພວກສາດສະດາສາມາດຮັບການເປີດເຜີຍປະເສີດຈາກ ພຣະເຈົ້າ.
6. ພຣະບິດາເປັນພຣະເຈົ້າຄວາມເມດຕາ.
7. ເຮົາຕອ້ງຕິດຕາມດີພອ້ມຕົວຢ່າງຂອງພຣະເຢຊູຄິດ.
8. ພຣະວິນຍານບໍລິສຸດຕິດຕ່ໍນຳເຮົາໂດຍອອ່ນສງ.
9. ໂດຍຜ່ານການຊິດໃຊ້ຂອງພຣະອົງເຮົາສາມາດມີໃຈສະອາດ.
10. ໂມເຊໜ້າອາຍຫລາຍ.

F. Scripture Activities (~15 min.)

Read 3 Ne. 11:3. What adjectives does the verse contain and how are they used to describe the voice the people heard? Using adjectives, describe the still, small voice to your companion as if he or she were a new investigator.



G. Practice Describing (~15 min. each)

1. Choose 1–3 subjects related to what you will be teaching your investigators, such as "faith", "repentence", etc. Think of 5–10 adjectives that describe those subjects and write them down. You may need to use a dictionary to help you. Practice teaching these topics using the adjectives you learned.
2. Think of a figure from the scriptures (for example, Nephi) that you would like to talk about with a specific investigator. Have your companion act as that investigator, and, using adjectives, describe the figure from the scripture in as much detail as possible. Use scriptures to give examples of the characteristics you describe. Relate the character to your investigator and show what it has to do with him or her.

H. Language Study Plan Activities (~20 min. each)

1. "Memorize vocabulary and phrases," bullets 1 and 4. Using the scriptures and Chapter 3 of ຈົ່ງສອນພຣະກິດຕິຄຸນຂອງເຮົາ, find 10 adjectives you know that you could use in your teaching today and memorize them. Practice using them correctly in teaching situations.
2. "Learn grammar," bullet 4. Read through several scriptures that you will be using during your teaching appointments over the next couple of days. Focus special attention on adjectives and their placement.
3. "Ask others for help," bullet 2; "Improve your ability to read and write," bullet 4. Prepare a list of your own sentences using adjectives that you would like to use when you teach and give it to a native speaker. Ask them to correct any errors and then talk about the errors together.

Learn with your Companion

I. Describe your Investigators (~20 min.)
Use adjectives to describe one of your investigators to your companion in as much detail as you can. Include in your description the investigator's needs. Take turns doing this, going through all of your investigators to prepare for ward council or a meeting with the ward mission leader.

J. Pamphlet Activity (~10 min.)
Open one of the lesson pamphlets and use as many adjectives as you can to describe each picture in the pamphlet to your companion as if he or she were seeing the pictures for the first time as an investigator.

Learn with a Native Speaker

K. Ask for Help (~20 min.)
Choose something you struggle describing (a part of a lesson, an experience you would like to share, etc.). Ask a native speaker to show you how they might describe it. Pay close attention to which adjectives they use and how they use them. Use what you learned to share it yourself. Get feedback on how clear your description was.

L. Listen to a Native (~20 min.)
Set a goal to listen during a planned activity to how a native speaker uses adjectives to describe something. Take note of the forms and ways they used these adjectives. After the visit discuss with your companion what you learned and have him or her answer any questions you might have.

M. Describing Heavenly Father (~ 20 min.)
Look at your planner and identify the next time that you will be teaching an investigator for the first time, or go out and work till you've set up this appointment. At the beginning of this lesson ask your investigator what they think God is like. Listen to how they use adjectives. You may have to ask several questions and push your investigator a bit to get them to share their thoughts and feelings. Once you have learned their thoughts on what they think God might be like, teach them who God is using the some of the adjectives they used and with your own words.

N. First Vision Activity (Preparation ~ 15 min. - Lesson ~30 min.)
Set up an appoinment with a native speaker to share the message of the Restoration. Prior to this appointment, identify the adjectives that you want to know in order to describe the first vision. Look up these words and practice using them as you teach about the first vision. Ask the native speaker whether or not the adjectives were clearly used.

Learn with Your District

O. Guess Who Game (~15 min.)
Divide the missionaries into groups of two with someone besides their companion. Have each missionary choose a character from the Book of Mormon. Take turns asking each other yes/no questions to find out their identity. Try to use as many adjectives/ traits as possible. Here are a few example questions: Is your person a brave soldier? Is your person a faithful prophet? Give each other feedback after.

Comparisons, Same and Similar

Examples from *Vocabulary and Phrases*

Our will should be the **same** as God's will.	ປະສົງຂອງເຮົາຄວນເປັນອັນດຽວກັນກັບພຣະປະສົງຂອງພຣະເຈົ້າ.
Faith and hope are **almost equal** in importance.	ສັດທາແລະຄວາມຫວັງເທົ່າກັນ/ທ່ຽງກັນໃນຄວາມສຳຄັນ.
The ways that the Holy Ghost communicates with different people are not the **same**.	ວິທີທີ່ພຣະວິນຍານບໍລິສຸດຕິດຕໍ່ກັບຄົນຕ່າງໆບໍ່ຄືກັນ.

Explanation

Same and Similar

14a

ຄືກັນ,ອັນດຽວກັນ,ເທົ່າກັນ,ທ່ຽງກັນ,ເໝືອນກັນ, are the ways to say **same** or **similar** in comparing objects and people.

Laotian	English	Sentence Structure	Examples
ຄືກັນ(ກັບ)	same or similar	S + V + O + ຄືກັນ + O (object being compared to)	ສັດທາຄືກັນກັບຄວາມຫວັງ. *Faith is **similar** to hope.*
(ອັນ)ດຽວກັນ	same	S + V + O + (ອັນ)ດຽວກັນ (ອັນ is in parentheses because the correct classifer for the object is inserted there. Usually only people/deity classifers will replace ອັນ)	ພຣະບິດາເທິງສະຫວັນແລະພຣະເຢຊູຄິດບໍ່ເປັນອົງດຽວກັນ. *Heavenly Father and Jesus Christ are not the **same** personage.*
ເທົ່າກັນ(ກັບ)/ ທ່ຽງກັນ(ກັບ)	equal to, like, as. (used when comparing *quantities* of something)	Object/(Pro)Noun + ເທົ່າກັນກັບ + Object/(Pro) Noun	ຄຳປາໃສນີ້ງາມເທົ່າກັນກັບຄຳປາໃສນັ້ນ. *This talk is **as** beautiful **as** that talk.*
ເໝືອນກັນ(ກັບ)	same or similar (used when referring to God or Christ)	S + V + O + ເໝືອນກັນ + O (object being compared to God or Christ)	ເຮົາຢາກກາຍເປັນເໝືອນດັ່ງພຣະບິດາເທິງສະຫວັນ. *We want to become **like** Heavenly Father.*

Additional Examples:

ພຣະກິດຕິຄຸນຊິຊ່ວຍເຮົາກາຍເປັນເໝືອນດັ່ງພຣະຄິດ. *The gospel will help us become **like** Christ.*	ໃນພຣະຄຳພີໄບເບິ້ນໂຊນແລະໂປໂລເປັນຄົນດຽວກັນ. *In the Bible, Saul and Paul are the **same** person.*
ອັກຄະສາວົກສິບສອງຖືຂໍກະແຈທ່ຽງກັນກັບຝ່າຍປະທານສູງສຸດ. *The twelve apostles hold the **same** keys as the First Presidency.*	ຂອ້ຍຮູ້ສຶກຄືກັນ. *I feel the **same**.*
ຮ່າງກາຍຂອງເຮົາເໝືອນກັນກັບຮ່າງກາຍຂອງພຣະເຈົ້າ. *Our bodies are **similar** to Gods.*	ບໍ່ມີຫຍັງທີ່ມີອຳນາດທ່ຽງກັນກັບການຊົດໃຊ້ຂອງພຣະເຢຊູຄິດ. *Nothing has **as** much power **as** the Atonement of Jesus Christ.*
ຄວາມໄວ້ວາງໃຈຄືກັນກັບສັດທາ. *Trust is **similar** to faith.*	ການມີສັດທາຄືກັນກັບການມີຄວາມໝັ້ນຄົງໃນພຣະເຈົ້າ. *Having faith is the **same** as having confidence in God.*

Comparisons

14b ກ່ວາ, ປຽບທຽບ, ກ່ວາໝູ່, ທີ່ສຸດ, and ຂຶ້ນ/ລົງ are used when you want to compare the differences between two objects or a group of objects.

Laotian	English	Sentence Structure	Examples
ປຽບທຽບ	to compare (verb), (used when to set up comparisons and contrasting two people or objects)	S + ປຽບທຽບ + O + ກັບ(with) + O	ເຮົາຊິປຽບທຽບສັດທາກັບເມັດພືດ *We will **compare** faith with a seed.*
ກ່ວາ	"er" compared to ___, (used to compare two nouns in a sentence)	S + V + adverb + ກ່ວາ + O. S + adjective + ກ່ວາ + O.	ເອລອນໄດ້ເປັນຜູ້ເວົ້າແທນໂມເສສເພາະລາວເວົ້າແຈ່ມແຈ້ງກ່ວາໂມເສສ. *Aaron was Moses' spokesman because he spoke **more clearly than** Moses.*
ກ່ວາໝູ່	"er" or "more" out of a category/group ___than the others (used to compare 3 or more nouns)	S + V + adverb + ກ່ວາໝູ່. S + adjective + ກ່ວາໝູ່.	ໂດຍທົ່ວໄປຊາວເລມັນຊົ່ວແຕ່ຊາວອາແມລາໄກຊົ່ວກ່ວາໝູ່. *Generally the Lamanites were wicked, but the Amalekites were **more wicked than the others.***
ທີ່ສຸດ	"est" or "most" (general description used to designate the most____ from everything, Thin	S + V + adverb + ທີ່ສຸດ. S + adjective + ທີ່ສຸດ.	ແມ່ຈັນດີເຮັດກິນອາຫານແຊບທີ່ສຸດ. *Jandi cooks the **most** delicious food.*
ຂຶ້ນ/ລົງ	up/down (used to show an increase or decrease of a action or description of noun)	S + V + adverb +ຂຶ້ນ/ລົງ. S + V + O + adjective + ຂຶ້ນ/ລົງ.	ເມື່ອສະມະລາຕິນຄົນໜຶ່ງໄດ້ເຫັນຄົນຍິວທີ່ບາດເຈັບຢູ່ແຄມຖະໜົນລາວໄດເດີນຊ້າລົງ. *When the Samaritan saw the injured Jew on the side of the road he **slowed down**.*
ຊ້ຳອີກ/ອີກຊ້ຳ	used with ກ່ວາ to emphasize a comparison. Similar to how we say "***even*** better" in English.	S_1 + V/Adjective + ແຕ່ S_2 + V/Adjective + ກ່ວາ + S_1 + ຊ້ຳອີກ	ຊາວນີໄຟແຕ່ກ່ອນເປັນຄົນດີແຕ່ດຽວນີ້ຊາວເລມັນດີກ່ວາເຂົາເຈົ້າຊ້ຳອີກ. *In the past, the Nephites were good but now the Lamanites are **even better** than them.*

14c ***Note:** ກ່ວາໝູ່ and ທີ່ສຸດ both mean "est" when used to compare multiple objects; however, ກ່ວາໝູ່ is used when comparing a known group (ex: a group of 10 people you can see) while ທີ່ສຸດ is used when comparing a group or category generally.*

Additional Examples:

ນີໄຟໄດ້ມີສັດທາຫລາຍກວ່າເລມັນ. *Nephi had **more** faith **than** Laman.*	ຂອ້ຍອຳອ້ຽງແຕ່ຄິດວ່າພາສາລາວແມ່ນພາສາດີທີ່ສຸດ. *I'm biased, but I think that Laotian is the **best** language.*
ພຣະວິນຍານບໍລິສຸດເປັນນາຍຄູ່ດີກວ່າຂອ້ຍ. *The Holy Spirit is a **better** teacher **than** myself.*	ຮ່າງກາຍຂອງເຮົາປຽບທຽບກັບພຣະວິຫານ. *Our bodies are **compared** to the temple.*
ຄົນຈອ່ງຫອງຄິດວ່າເຂົາດີກວ່າໝູ. *Prideful people think they are **better than (the) others**.*	ອານາຈັກຊັ້ນກາ່ງເປັນບອ່ນດີແຕ່ອານາຈັກຊັ້ນສູງດີກວ່າຊຳ້ອີກ. *The Terrestrial Kingdom is a good place, but the Celestial Kingdom is **even better.***
ຫລັງຈາກຂອ້ຍອະທິຖານຂອ້ຍຮູ້ສຶກດີຂຶ້ນ. *After I prayed I felt **better.***	ພຣະຄຳຂອງພຣະເຈົ້າປຽບທຽບກັບແສງສະຫວ່າງ. *The word of God is **compared** to light.*
ພຣຸະຄຳພີໄບເບິ້ນມີອຳນາດຢູ່ແຕ່ພຣະຄຳພີມໍມອນມີອຳນາດຫລາຍກວາ່ມັນຊຳ້ອີກ. *The Bible has power, but the Book of Mormon has **even more** power than it.*	ຂອ້ຍສັນຍາວ່າເຈົ້າຊິເຂົ້າໃຈຫລາຍຂຶ້ນກ່ຽວກັບແຜນຂອງພຣະອົງຊຶ່ງຕັ້ງໃຫເ້ຈົ້າເມື່ອເຈົ້າໄປໂບດ. *I promise that you will understand **more** about God's plan for you when you attend church.*

Activities (see answers on p. 232)

Learn on your Own

A. Creating sentences

Next to each number, two objects, people or principles are written. On a separate sheet of paper write a sentence for each pair using one of the words learned above.

Example: ຜູ້ສອນສາດສະໜາແລະສະມາຊິກ

ສ່ວນຫລາຍສະມາຊິກເຂົ້າໃຈຄວາມຂອ້ງໃຈຂອງຜູ້ສົນໃຈດີກວ່າຜູ້ສອນສາດສະໜາ.
*Often, members understand investigators concerns **better than** missionaries do.*

1. ນີໄຟແລະເລມັນ
2. ຄວາມຊ່ືອແລະຄວາມດີ
3. ຄວາມໃຈບຸນແລະຄວາມຮັກ
4. ພຣະຄຳແລະພຣະວິນຍານບໍລິສຸດ
5. ລິອາໂຮນາແລະເຂັມທິດ
6. ພຣະຄຳພີມໍມອນແລະພຣະຄຳພີໄບເບິ້ນ
7. ຄວາມຢ້ານແລະສັດທາ
8. ຄວາມຮູ້ສຶກແລະຄວາມຄິດ

B. True or False

Decide if the following statements are true or false. If they are false, rewrite them so they are true. Write your answers on a seperate sheet of paper and check them against the answers in the answers section.

1. ສາດສະໜາທຸກຢ່າງຍັນດຽວກັນ.
2. ຊາວເລມັນເປັນຄົນຊອບທຳເທ່າກັນກັບຊາວນີໄຟ.
3. ເມື່ອເຈົ້າອ່ານພຣະຄຳພີເຈົ້າຈະຮູ້ສຶກພຣະວິນຍານນອ້ຍລົງ.
4. ໃນພຣະຄຳພີມໍມອນແອລມາປຽບທຽບຄວາມຫວັງກັບເມັດໂຕໜຶ່ງ.
5. ການອ່ານພຣະຄຳພີກໍດີແຕ່ການສຶກສາພຣະຄຳພີດີກວ່າຊຳ້ອີກ.
6. ພຣະເຢຊູໄດ້ສອນວ່າເຮົາຕ້ອງກາຍເປັນເໝືອນກັນກັບເດັກທີ່ຈະເຂົ້າອານາຈັກສະຫວັນໄດ.
7. ອານາຈັກຊັ້ນກາ່ງແມ່ນອານາຈັກສູງທີ່ສຸດ.
8. ພຣະບິດາເທິງສະຫວັນແລະພຣະເຢຊູຄິດເປັນອົງດຽວກັນ.
9. ແອລມາຜູ້ເປັນບຸດປ່ນໃຈຄືກັນກັບໂປນ.
10. ເຮົາຈ່ຶງຕ້ອງຮັກແຕ່ລະຄົນເໝືອນກັນກັບພຣະເຈົ້າ.

C. Common Errors
Figure out why each sentence has the wrong comparison word and how it should be corrected. Then check your answer against the one listed in the answers section.

1. ເມື່ອຜູ້ໃດຜູ້ໜຶ່ງຮູ້ສຶກຄວາມຮັກຂອງພຣະອົງຜູ້ນັ້ນກໍຢາກຊ່ວຍຄົນອື່ນຂຶ້ນ.
2. ພຣະເຈົ້າຢາກໃຫ້ເຮົາຄືກັນພຣະອົງ.
3. ການຖືມບາບຂອງເຮົາກ່ວ່າການຍົກໄມ້ກາງແຂນຂອງເຮົາຂຶ້ນ.
4. ຄົນລາວໃຈອ່ອນແລະກໍຮັກກັນຫລາຍຊ້ໍ.
5. ເຮົາບໍ່ຕ້ອງເປັນຄົນດີກ່ວ່າໝູ່ຄົນອື່ນ.
6. ອານາຈັກແຫ່ງນີ້ກ່ວ່າອານາຈັກແຫ່ງນັ້ນ.

D. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ຂອ້ຍຊິປຽບທຽບຮ່ວ່າງກ່ວ່າຍກັບພຣະວິຫ່ານ.
2. ຖ້ ່ າເຮົ ່ າເຊ ່ ື ່ ອຟ ັ ງເຮ ົ ່ າຊ ິ ກ ່ ວ ່ ່ ່

H. Analogies (~ 10 min. each)
Laotians like analogies, examples, and proverbs. Below is a list of things from which you can create analogies to teach a gospel principle. If you do not know how, talk to your companion or if you do not know what a specific thing is because it is from the Laotian culture then ask a member to explain it to you.

1. Gardening
2. Water Buffalo
3. Latern and oil
4. Soap and hot peppers
5. Rice fields (planting and harvesting)
6. Farming
7. Singing and Dancing
8. Cooking
9. Fishing
10. House on stilts
11. Hot weather/monsoons
12. Filial piety

Learn with Your Companion

I. Comparison Lesson (Preparation ~ 15 min.- Lesson ~ 25 min.)
Identify an investigator you will be teaching this week and the doctrine you will be teaching. In preparation for the lesson, make up a comparison for each principle in the lesson using the grammar principle. Practice teaching your companion using the comparisons and decide upon two or three that you will share with the investigator.

J. Modern-day Comparison (~15 min.)
Find 5 objects in the scriptures and compare them to modern-day objects or ideals. (example: Liahona --compass) Discuss their meaning and how they can be compared or related to each other. Choose 2 of these, practice teaching your companion, then plan on how you will use them in a lesson this week.

K. Parable Activity (~15 min.)
Read the Parable of the Sower in Mark 4:3-8. After you have read it then, retell the story to your companion in your own words, describing and comparing the types of soil, seeds, and conditions. Make note of any words or phrases that you need to share it effectively. Learn what you need to in order to share it fully.

L. Analogy Activity (~20 min.)
Below is a list of objects and verbs that Laotian people are familiar with. With your companion, choose a few of the objects and verbs and prepare an analogy to use in your next lesson. Practice this analogy with your companion before your appointment and give each other feedback on your use of the grammar principles.

1. to plant	2. seeds	3. harvest
4. monsoon	5. rain	6. ricefield
7. break the law	8. sugar	9. salt
10. mirror	11. telephone	12. home
13. school	14. workplace	15. jail
16. compass	17. map	18. to take a test
19. to exercise	20. to take a shower	21. soap
22. boat	23. to fish	24. to cook
25. thief	26. poison	27. dirt/mud

Learn with a Native Speaker

M. Scripture Application Activity (Preparation ~ 15 min. - Lesson ~20 min.)
Prepare to teach a lesson about using the scriptures in our lives. Identify an investigator with whom you would like to share this lesson and then choose a scripture to share and show how the doctrine relates to your life and theirs. Focus on using the grammar correctly when making these comparisons. Get feedback from the native speaker.

N. Resurrection vs. Reincarnation (~ 15 min.)
With an investigator whom you are teaching lesson 2, explain how resurrection and reincarnation are different. Use this grammar principle to help bridge the understanding gap between these two ideas. Help them to see the blessings of the resurrection. If you do not know much about reincarnation this would be a good time to ask them. Get feedback on how clear you were with the comparison.

O. Object Comparison Lesson (Preparation ~ 15 min. - Lesson ~ 30 min.)
Talk with your companion and choose an investigator/less-active member who is struggling to keep a commandment. Make an appointment to visit this investigator/less-active member and prior to the appointment prepare a lesson aimed at helping them keep the commandment. In this lesson, use an object to compare with this commandment. (Ex: comparing soap to repentence) Get feedback from the native speaker. Have them re-explain the analogy in their own words, pay attention to how they do it differently. Commit them to make a change.

Learn with Your District

P. District Brainstorm (Ideas ~ 10 min. - Practice ~ 20 min.)
Write a commandment from Lesson 4 on the board. Have each companionship come up with as many analogies as they can that will help them teach this lesson to a non-Christian. Have everyone write their ideas on the board, then choose a few that each companionship can practice in a teaching scenario.

Q. Character Description Activity (Part I ~ 20 min. - Part II ~ 20 min.)
Divide the missionaries into groups of two or three. Have one missionary from each group choose a righteous character from the Book of Mormon and the other(s) choose an evil character from the Book of Mormon. Have the missionaries take turns introducing and describing themselves as the character. Then take turns using the ກວ່າ grammar principle to compare the traits of your character to another character (ex: Moroni is braver than Amalickiah). After everyone has had a chance to do this a few times then have each missionary use the ຂຶ້ນ/ລົງ grammar principle to state that their characters' traits increased/decreased and how that happened (ex: Moroni's faith increased when he prayed to Heavenly Father). It may be a good idea to review the lesson entitled "Adjectives" in connection with this activity.

Changing Verbs into Nouns for Occupations

Examples from *Vocabulary and Phrases*

Jesus Christ was a **carpenter.**	ພຣະເຢຊູຄິດຊົງເປັນຊ່າງໄມ້.
Joseph Smith's father was a **farmer** in New York.	ພໍ່ຂອງໂຢເຊັບສະມິດເປັນຊ່າງນາ.
We are **missionaries** of Jesus Christ.	ພວກເຮົາເປັນຜູ້ສອນສາດສະໜາຂອງພຣະເຢຊູຄິດ.

Explanation

15a These words or prefixes are placed before a verb to change the verb to a noun; specifically what a person does for a career or occupation.

Laotian	English	Sentence Structure	Examples
ຊ່າງ	used to describe artisans or skilled worker who uses tools in his/her profession. (some exceptions where tools are not needed)	S + (ຊ່າງ + V = prefix) * You do not always need to use the verb "to be."	ເຮົາປຽບພຣະເຢຊູເໝືອນຊ່າງປັ້ນທີ່ປັ້ນຫົວໃຈຂອງເຮົາ. *We compare Jesus to a **potter** who molds our hearts.*
ນັກ	used to describe a professional, an expert or authority on a subject or skill	S + V + (ນັກ + V = prefix)	ແຕ່ກ່ອນປະທານອຸກດອຟ໌ເປັນນັກບິນ. *In the past, President Uchtdorf was a **pilot**.*
ຜູ້	used to describe a person who performs an action but does not do it professionally/ is not a skilled worker using tools.	S + V + (ຜູ້ + V = prefix)	ແອລມາເປັນຜູ້ນຳສາດສະໜາຈັກ. *Alma was the **leade**r of the church.*

Note: Although each prefix is used in formal Lao, common speakers will often substitute ຜູ້ in place of the other two prefixes.

Additional Examples:

ຊ່າງ

ໂຢເຊັບເປັນຊ່າງໄມ້. *Joseph was a **carpenter**.*	ການເປັນຊ່າງແປງຣົດທີ່ຕ້ອງເຮັດວຽກທຸກວັນອາທິດຍາກບໍ່? *It is difficult being a **mechanic** and working on Sunday?*
ອັກຄະສາວົກບາງຄົນເປັນຊ່າງຕຶກມອງ. *Some of the apostles were **fishermen**.*	ຊີສະຣົມເປັນຊ່າງເວົ້າເກັ່ງທີ່ສຸດໃນເມືອງແອມັນໄອຫາ. *Zeezrom was the most skilled **speaker** in Ammonihah.*

ນັກ

ພວກເຮົາຕອ້ງເປັນນັກຮຽນແຫ່ງພຣະຄຳພີ. *We all need to be **students** of the scriptures.*	ພວກນັກກົດໝາຍໄດ້ພະຍາຍາມຕ່ຕ້ານຄຳສອນຂອງພຣະເຢຊູຄິດ. ***Lawyers** tried to withstand the teachings of Jesus Christ.*
ມໍມອນເປັນສາດສະດາແລະນຳເປັນນັກປະວັດສາດ. *Mormon was a prophet and a **historian**.*	ພວກນັກເທດບ່ໄດ້ເຊື່ອວ່າໂຢເຊັບສະມິດເຫັນພຣະເຈ້ົາ. *The **preachers** didn't believe that Joseph Smith saw God.*

ຜູ້

ພວກອັກຄະສາວົກເປັນຜູ້ແທນຂອງພຣະເຢຊູຄິດ. *The apostles are **representatives** of Jesus Christ.*	ຂອ້ຍເປັນຜູ້ສອນສາດສະໜາ. *I am a **missionary**.*
ພວກຜູ້ແປງທາງໄວ້ໃຫ້ໄດ້ປະເຊີນຄວາມທຸກາທໍຣະມານຫລາຍຢ່າງ. *The **pioneers** faced many types of difficult trials.*	ແອລມາເປັນຜູ້ນຳສາດສະໜາຈັກ. *Alma was the **leade**r of the church.*

15b ***Note:*** When you are talking about a teacher (not a missionary) you do not use ຜູ້. Teachers are highly respected in Laotion culture. Use the word, ນາຍ as a prefix. Using this word will allow you to show respect for a teacher.

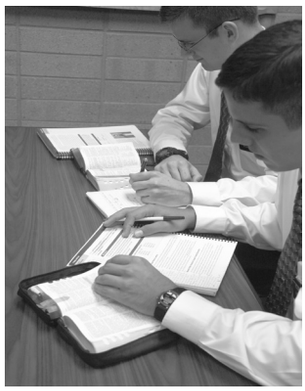
Also remember: You only add the prefix to verbs, not to nouns. There are several nouns that signify a person's occupation or status that do not need the prefix.

Activities (see answers on p. 232)

Learn on Your Own

A. Fill in the Blank

On a separate sheet of paper, write the occupation prefix that should go in each blank. Check your answers.



1. ຊາວອິດສະລາເອນຈຳນວນຫລາຍເປັນ____ນາ.
   Many of the Isrealites were farmers.
2. ພວກເຮົາເປັນ____ຮັບໃຊ້ຂອງພຣະເຈົ້າ.
   We are servants of God.
3. ໂປນເປັນ____ເວົ້າທີ່ເກ່ງຫລາຍ.
   Paul was a skilled orator.
4. ແອລມາເປັນ____ພິພາກສາຂອງຊາວນີໄຟ.
   Alma was a judge of the nephites.
5. ນີໄຟບໍ່ໄດ້ເປັນ____ຕໍ່ເຮືອເມື່ອລາວຮັບບັນຊາຈາກພຣະເຈົ້າໃຫ້ສ້າງເຮືອລຳໜຶ່ງ.
   Nephi wasn't a shipwright when he was commanded to build a ship by the Lord.

B. Translation

On a separate sheet of paper, translate the following sentences using the correct occupational prefixes. The Lao word in need of modification by a prefix is given with the sentence. Check your answers.

1. Shephards came to see the baby Jesus. ລ້ຽງແກະ
2. Jesus Christ was not a politician. ການເມືອງ
3. Oliver Cowdery was a scribe for Joseph Smith as he translated the Book of Mormon. ຈົດ
4. Brother Swensen is a house painter. ທາສີເຮືອນ
5. Prophets are watchmen. ເຝົ້າຍາມ

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ພວກເຮົາເປັນສອນສາດສະໜາ.
   We are missionaries.
2. ໂມໂລໄນເປັນຜູ້ທະຫານ.
   Moroni was a soldier.
3. ອ້າຍຂອງເຈເລດກາຍເປັນຜູ້ຕໍ່ເຮືອໂດຍຄວາມຊ່ອຍຂອງພຣະເຈົ້າ.
   The brother of Jared became a shipwright by the help of God.
4. ຂອ້ຍເປັນຊ່າງຮັບໃຊ້ຂອງພຣະເຢຊູຄິດ.
   I am a servant of Jesus Christ.
5. ແອມອນກາຍເປັນລ້ຽງແກະຂອງກະສັດລາໂມໄນ.
   Ammon became a shephard for King Lamoni.
6. ພຣະເຢຊູຄິດຊິ່ງຮຽນເປັນໄມ້.
   Jesus Christ learned to be a carpenter.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ພຣະເຢຊູຄິດໄດ້ສອນໃຫ້ຜູ້ຕິດຕາມຟັງ.
2. ຍອ້ນວ່າພຣະວິຫານແມ່ນບອ່ນພິເສດຊ່າງກໍ່ສ້າງຈຶ່ງເຮັດວຽກຢ່າງດີ.
3. ພຣະເຈົ້າຊິ່ງເປັນຊ່າງນຳສາດສະໜາຈັກ.
4. ຜູ້ແທນຂອງພຣະເຢຊູຄິດຕອ້ງປະພຶດເໝືອນດັ່ງພຣະເຢຊູຄິດ.
5. ເຈົ້າຜູ້ຕິດຕາມກາມກະຕຸ້ນຈາກພຣະວິນຍານແລະຮັບບັບຕິດສະມາໄດ້ບໍ?
6. ນັກກິດໝາຍໄດ້ພະຍາຍາມຫລອກລວງພຣະເຢຊູຄິດ.

E. ***Preach My Gospel*** **Activity** (~15 min.)
Turn to page 52 and 53 of จิ่งสอนพะกิดตีคุนขอๆเธีฺ and look under the section "ผู้แก้ไขให้ดีขึ้นและผู้บำพฺ สาดสะขฺาท่อโลก". This section talks about the reformers and their backgrounds. Read through these passages and look for all of the occupational prefixes that are used. After you have found all of them, write them down on a piece of paper and their meaning. Next, practice teaching your companion about these reformers and the important role they had in the preparation for the Restoration. Focus on your use of the prefixes.

F. **Personal Activity** (Preparation ~10 min. - Lesson ~15 min.)
Look over your plans for today and identify the occupations/positions of the people you will be visiting. Think of how the gospel will bless them in their careerfields. Choose one person and make a mini lesson that focuses on how the gospel will help them with their careers, or think of an analogy that relates to their career. Focus on using the correct occupational prefixes. Share this mini-lesson with them sometime during the week.

G. **Writing Activity** (Preparation ~15 min. - Lesson ~15 min.)
Write a list of the disciples of Jesus Christ from the New Testament. Next to their names write a sentence explaining their former occupation or position using the correct occupational prefix. Next, prepare a mini lesson about God's love. In this lesson, share how God loves each of us no matter our position in society and use the apostles as an example. Pray for an opportunity to share this mini-lesson with someone this week (investigators, contacts, less-actives, etc.)

H. **Scripture Activity** (Preparation ~15 min. - Lesson ~10 min.)
Read 2 Kings 22:6-7 and find the occupational prefixes that are used in this verse. Next, prepare a lesson about temples or honesty using this scripture and focus on using the occupational prefixes correctly. Practice teaching your companion.

I. **Language Study Plan Activities** (~15 min. each)
1. "Memorize vocabulary and phrases," bullet 2. Write down the names of occupations that you frequently hear in a notebook and look them up in a dictionary. Ask a native to explain their occupation if you don't understand and listen carefully.
2. "Actively Listen," bullet 4. There are many ways to explain an occupation by using different words. Listen carefully to natives and when you hear a different way to say it then write it down and learn it.

Learn with Your Companion

J. **Member-Investigator Connection** (Brainstorm ~20 min. - Practice ~10 min.)
Go through the former investigator section of your area book and look at each teaching record. Talk about each investigator including their occupation and background. Choose two of these investigators and think of ways to contact and teach them again. Discuss possible members with similar backgrounds, interests, or occupations that you could take to the lesson. Practice with your companion how you will describe the investigator to the member, including their background and occupation. Now put your plan into action!

Learn with a Native Speaker

K. **Get to Know Someone** (~ 15 min.)
Choose a less-active member that you are not very familiar with and prepare a few questions to get to know them including their occupation. Focus on how the native speaker responds and how he/she uses the occupational prefixes in their responses.

Learn with Your District

L. **Scenario Activity** (Preparation ~10 min. - Activity ~20 min.)
On the board write down 5 individuals and create a scenario for each including their occupation, family, and interests. Next, allow each companionship to choose one person and prepare a lesson on how church attendance will bless these individuals with their careers and families. Give each companionship some time to prepare the lesson then have them teach another companionship as if they were that individual.

Changing Verbs and Adjectives into Nouns for Descriptions

Examples from *Vocabulary and Phrases*

*Satan is a **liar.***	ຊາຕານເປັນຂີ້ຕົວະ.
*We should have charity for all people, even if they are **strangers**.*	ພວກເຮົາຄວນມີຄວາມໃຈບຸນຕໍ່ທຸກຄົນແມ່ນແຕ່ເຂົາເປັນຄົນແປກໜ້າກໍຕາມ.
*Preach My Gospel teaches how you can be a **success** in the mission field.*	ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາສອນວິທີເຈົ້າສາມາດເປັນຜູ້ມີສຳເຣັດຢູ່ສະໜາມເຜີຍແຜ.

Explanation

16a Describing

These words or suffixes are used to describe people, their disposition and personality.

Laotian	English	Sectence Structure	Examples
ຂີ້*	Used to describe a negative aspect of someone's personality. Someone who is a doer of reprehensible actions.	S + V + (ຂີ້ + V = suffix)	ຊາຕານເປັນຂີ້ໂກງ. *Satan is a **cheater.***
ຄົນ/ຜູ້	Used to describe a person. Either a verb or an adjective can be used, making the word into a modified noun. Can be used for negative traits as well.	S + ເປັນ ຄົນ/ຜູ້ + V/Adj	ເປໂຕເປັນຄົນສັດຊື່ຫລາຍ. *Peter was a very **faithful person**.* ເຈົ້າຄວນສອນຜູ້ຄົນຫາຄວາມຈິງ. *You should teach **truth-seekers**.*

Note: *ຂີ້ will be used to modify verbs into nouns, but it is often used to modify words into adjectives as well.

Also Remember: If the verb becomes an adjective then you wouldn't use ເປັນ.

Additional Examples:

ຂີ້

ເລມານເປັນຂີ້ຈົ່ມ. *Laman was a **complainer.***	ບາງເທື່ອເຮົາຂີ້ລືມ. *We sometimes are **forgetful.***
ຊາຕານເປັນຂີ້ໂກງ. *Satan is a **cheater**.*	ແອມັນບໍ່ໄດ້ຂີ້ອວດອ້າງ. *Ammon was not **boastful.***

ຄົນ/ຜູ້

ພຣະເຢຊູຄິດມາຍັງໂລກເພື່ອຊ່ອຍຄົນບາບລອດ. *Jesus Christ came to the earth to save **sinners**.*	ພຣະຄຳພີເຕືອນເຮົາໃຫ້ຣະວັງຄົນສໍພໍ. *The scriptures teach us to beware of **flatterers**.*
ພຣະເຢຊູຄິດໄດ້ປິ່ນປົວຄົນງ່ອຍ. *Jesus Christ healed the **paralytics**.*	ຄົນລາວເປັນລູກທີ່ຮັກແພງຂອງພຣະຜູ້ເປັນເຈົ້າ. ***Lao people** are precious children of God.*

Activities (see answers on p. 232)

Learn on Your Own

A. Fill in the Blank:
On a separate sheet of paper, write the correct prefix that should go in each blank. Pay attention to verb tense. Check your answers.

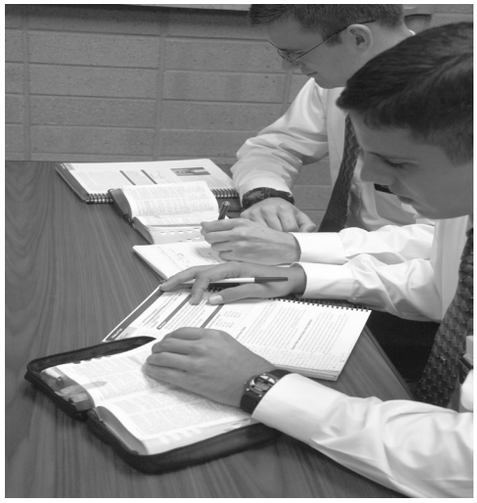
1. ເລມັນແລະເລມິວເອັນເປັນ____ຈົ່ມ.
   Laman and Lemuel were complainers.
2. ພຣະເຢຊູຄິດເປັນ____ຮັກຂອງພຣະບິດາເທິງສະຫວັນ.
   Jesus Christ is the Beloved of Heavenly Father.
3. ພໍ່ຂອງໂຢເຊັບສະມິດເປັນ____ຢຳເກງພຣະເຈົ້າ.
   Joseph Smith's father was a God-fearing man.

4. ການຮັກສາພຣະອາຈາແຫ່ງປັນຍາຊິຊ່ອຍເຮົາບ່ໃຫ້ກາຍເປັນ____ຢາ.
   Keeping the Word of Wisdom will keep us from becoming drug addicts.
5. ການພັດທະນາສັດທາຊິຊ່ອຍເຮົາບ່ໃຫ້ກາຍເປັນ ____ ກັງວົນ.
   Developing faith will help us not become anxious people.

B. Create Sentences

Below is a list of people and situations in the scriptures. Using the grammar principles from this lesson, come up with sentences that describe the person or situation. You can practice with your companion to get feedback.

Example: Promises. ຂີ້ຜິດສັນຍາໄດ້ຮັບຄວາມໄວ້ວາງໃຈຂອງ ຄົນອື່ນບ່ໄດ.



1. Laman
2. Christ's visitation to the Americas
3. Satan
4. First Vision
5. Amalickiah
6. Prayer
7. Sherem
8. How you gained your testimony
9. Captain Moroni
10. When you read the scriptures
11. Alma the Younger
12. When you pray for help with a trial
13. Apostle Peter
14. When you taught your lesson to an investigator

C. Translation

On a separate sheet of paper, translate the following sentences using the personality prefixes. The Lao word in need of modification is given with the sentence. Check your answers in the back.

1. Satan is a liar. ຕົວະ
2. Jesus said the pharisees were hypocrites. ໜ້າຊື່ໃຈຄົດ
3. Jesus Christ healed the sickly. ພະຍາດ
4. Faith is an action and does not make us into lazy people. ຂີ້ຄ້ານ
5. The evil things in the world should not make us fearful people. ຂີ້ຢ້ານ
6. Sinning will cause us to become forgetful in our duty to serve others. ລືມ

D. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ນັກໂທດຈະຢຸດວຽກງານຂອງພຣະເຈົ້າບ່ໄດ້.
   Evil people won't be able to stop the work of God.
2. ພວກເຮົາຄວນຫລີກລ້ຽງການເປັນຂ່າໆລັກ.
   We should avoid being habitual thieves.
3. ແອວເດີບຸນສະວັດຂີ້ອົດທົນຫລາຍ.
   Elder Bunsawat is a very patient person.
4. ພວກເຮົາຄວນພະຍາຍາມເປັນຂີ້ເມດຕາເໝືອນດັ່ງ ພຣະເຢຊູຄິດ.
   We should try to be merciful people like Jesus Christ.

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ສາດສະດາເປັນນັບຖື.
2. ເຈົ້າບ່ຕ້ອງເປັນຄົນອາຍເມື່ອແບ່ງປັນປະຈັກພະຍານຂອງເຈົ້າ ກັບມູເພື່ອນ.
3. ໂຢເຊັບສະມິດບ່ແມ່ນຂີ້ຂຸນພຣະຄຳພີມໍມອນ.
4. ພຣະເຈົ້າບ່ຢາກເຮົາກາຍເປັນໜ້າຖີ່ເມື່ອຊີວິດເຮົາສະບາຍ.

F. *Preach My Gospel* Activity (~ 20 min.)
Turn to page 121 in the English and 141 in the Laotian ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ. This activity will take a little effort but will stretch you so that you will be better able to apply this principle and help bring others unto Christ. In the last paragraph of the "Humility" section in the "Christlike Attributes" chapter there is a list of negative adjectives and verbs that describe a prideful person. Take some of the adjectives and verbs and describe a prideful person using ຂີ້ and ຄົນ/ຜູ້. When you are done, practice describing what you have written with your companion or a native speaker and they can give you feedback. Think of a figure from the scriptures who exemplified these attributes. Think about the effects these attributes had on him and others. Use this as an example when you teach a lesson on repentance.

G. Scripture Activities (~15 min. each)

1. Read the Beattitudes in Matthew 5: 3-10. Focus on the way that the word ຜູ້ is used to describe the people who are blessed according to Jesus. Using what you learn, discuss with your companion how you can become a person with the attributes described by the Savior.
2. Read 2 Nephi 9: 34 and pay attention to how the word ຂີ້ is used to describe a liar. Practice sharing this scripture with your companion as you are on your way to an appointment or during a meal.

H. Language Study Plan Activities (~15 min. each)

1. "Actively listen," bullet 1. Listen carefully to hear how natives use the expressions in this lesson. Also listen for other times when natives say something differently than you would have said it. Write down expressions you hear and find out what they mean.
2. "Learn grammar," bullet 2. Prepare 4 sentences using these prefixes that you can use in teaching today.

Learn with Your Companion

I. Character and Scenario Description (~20 min.)
Much like one of the previous activities in this lesson, open the scriptures with your companion and practice describing characters and situations from the scriptures. When you have described the situation or character thoroughly, use that character or situation in a practice teaching scenario. Throughout this activity, focus on using the grammar principle correctly.

Learn with a Native Speaker

J. Ask a Member (~20 min.)
Set a 15 minute appointment to meet with a member. Ask them how they would use ຂີ້ and ຄົນ/ຜູ້. Have paper ready so you can write specific sentences that they use. Do your best to mimic the member.

K. Faith Lesson (Preparation ~15 min - Lesson ~30 min.)
Talk with your companion and identify an investigator who is preparing to be baptized or is progressing towards baptism. The focus of this activity is to help that individual better understand the meaning of faith. During the lesson have the investigator describe to you someone who does not have faith. (this may require some effort). Pay attention to how they use this grammar principle, if they do. After they have done so, teach them who someone with faith should be like and describe to them the fruits of true faith.

Learn with Your District

L. Christlike Attribute Activity (~35 min.)
As a district or classroom, go through a couple of the Christlike attributes, and using complete sentences, practice describing someone who would not exhibit that attribute. Give each companionship time to identify a Christlike attribute that they would like to share with one of their investigators. Give them a few minutes to prepare a short lesson that they could share with their investigator within the next few days. Make sure to focus on using the grammar principle correctly. Talk about how this principle has helped others better understand certain doctrines. Give them an opportunity to practice teaching one another. Evaluate how being taught the attribute in light of someone made it easier to understand and apply than just talking about the attribute.

Classifiers

Examples from *Vocabulary and Phrases*

The church has four books of standard works.	ສາດາະໜາຈັກມີໜັງສືທີ່ຢືນຢັນສີ່ເຫລັ້ມ.
Esau rejected the birthright for one bowl of pottage.	ອີຊາໄດ້ປະຕິເສດສິດທິອ້າຍກົກໃຫ້ແກ່ງໜາກຖົ່ວຖ້ວຍດຽວ.
How many people in your family have tried to pray?	ຈັກຄົນໃນຄອບຄົວຂອງເຈົ້າເຄີຍລອງອະທິຖານ?
Adam ate the fruit from the tree of knowledge of good and evil.	ແອດັມກິນໜາກໄມ້ໜ່ວຍດຽວຈາກຕົ້ນໄມ້ແຫ່ງຄວາມຮູ້ດີແລະຄວາມຮູ້ຊົ່ວ.
There are two cars, one representing the Lord and the other is Satan. Which car will you ride in?	ມັນມີລົດສອງຄັນ,ລົດຄັນໜຶ່ງເປັນລົດຂອງພຣະເຈົ້າແລະຄັນອື່ນເປັນຂອງ ຊາຕານ. ເຈົ້າຊິຂີ່ລົດຄັນໃດ?
Not having a prophet on the earth during the Great Apostasy is like a chicken with its head cut off.	ການບໍ່ມີສາດສະດາໃນໂລກຍາມການປະຖິ້ມຄວາມເຊື່ອທີ່ຍິ່ງໃຫຍ່ກໍຄືໄກ່ໂຕ ໜຶ່ງທີ່ຖືກຫົວຕັດອອກ.

20a

Explanation

Describing

Using Classifiers to ask about specific quantity

17a

Classifiers are used when asking how many of a particular object or stating the number of an object. They are used when specifying an exact quantity of an object.

Examples in English: (analogy) Drinking three **glasses** of water on a hot day is as refreshing as reading the scriptures every morning.

At the time this book was written, there were 136 **temples** in operation worldwide.

Classifiers are not always used in English, but they are necessary in Laotian when referring to an exact number of an object. Sometimes it is easy to think of classifiers as saying **of them** (referring to the object).

Laotian: ເຮົາມີສາດສະດາສິບຫ້າຄົນເຊິ່ງສາມາດຊ່ວຍເຮົາໃນປັດຈຸບັນນີ້.

We have prophets (fifteen of them) who can help us in the present time.

Grammar:

Question: S + V + O + ຈັກ(how many?) + classifier.

Answer: S + V + O + # + classifier.

Most Common Classifiers

ຄົນ	Used for People	ຖ້າບຸດສາມຄົນຂອງໂມໄຊຢາປ່ຽນໃຈໄດ້,ເຈົ້າກໍປ່ຽນໃຈໄດ້ຄືກັນ. *If the three Sons of Mosiah can change, you can too.*
		ພຣະເຢຊູຄິດຊົງໄດ້ເລືອກອັກຄະສາວົກສິບສອງຄົນໃຫ້ເປັນຕົວແທນ ຂອງພຣະອົງ. *Jesus Christ chose twelve apostles to be his representatives.*
ໂຕ/ຕົວ	Used for animals, clothing, furniture, letters of the alphabet	"ພວກທ່ານຄິດຢ່າງໃດ?ຖ້າຊາຍຄົນໜຶ່ງມີແກະຢູ່ຮ້ອຍໂຕແລະໂຕໜຶ່ງເສຍ ໄປຈາກຝູງ? ລາວຈະບໍ່ປະແກະເກົ້າສິບເກົ້າໂຕທີ່ພວມກິນຫຍ້າທີ່ຈາຍໜູຢູ່ນັ້ນ ແລະໄປຊອກຫາໂຕທີ່ເສຍໄປນີ້ບໍ?" *Matthew 18: 12* *"How think ye? if a man have an hundred asheep, and one of them be gone astray, doth he not leave the ninety and nine, and goeth into the mountains, and seeketh that which is gone astray?*
		ພຣະເຈົ້າບັນຊາໂນອາໃຫ້ຮ່ວມສັດຈຳພວກລະສອງໂຕກ່ອນນ້ຳຖ້ວມ. *God commanded Noah to gather two of every animal before the flood.*

ຄັນ	Used for cars, bicycles, motorcylces	ລົດຂອງເຮົາແມ່ນລົດຄັນນັ້ນ. *Our car is that one.*
		ຄອບຄົວຂອງຂ້ອຍມີລົດສອງຄັນ. *My family has two cars.*
ເຫລັ້ມ/ຫົວ	Used for books, scriptures	ສາດສະໜາຈັກມີພຣະຄຳພີທີ່ຍືນຢັນສີ່ເຫລັ້ມ. *The church has four standard scriptures.*
		ພຣະຄຳພີມໍມອນບັນຈຸໜັງສືສິບຫ້າເຫລັ້ມ. *The Book of Mormon contains fifteen books.*
ໜ່ວຍ	Used for fruits, round objects, electronic devices.	ຫລັງຈາກເອວາກິນອາດາມກໍກິນຫມາກໄມ້ໜ່ວຍໜຶ່ງ. *After Eve ate, Adam also ate a fruit.*
		ເຮົາສາມາດໃຫ້ກຽດຮ່າງກາຍຂອງເຮົາໂດຍການກິນໝາກໄມ້ແລະຜັກຫລາຍໜ່ວຍທຸກ ມື້. *We can respect our body by eating many fruits and vegatables a day.*
ອັນ	Used as a general classifier for everything except people and animals. This is also the default classifier if you forget, but do not use it for people.	ຂ້ອຍຊິແປຄຳປາໃສສອງອັນຢູ່ກອງປະຊຸມໃຫ່ຍ. *I will translate two talks at general conference.*
		ມັນມີອານາຈັກແຫ່ງລັດສະໝີພາບສາມອັນທີ່ເຮົາອາດໄປໄດ້. *There are three Kingdoms of Glory we can go to.*
ຄູ່	Used for pairs of objects	ຜູ້ສອນສາດສະໜາສາມຄູ່ໄດ້ໄປບ່ອນດຽວກັນເພື່ອເຄາະປະຕູຫາຄົນສອນ. *Three missionary companionships went to the same area to tract and find people to teach.*
		ໂນອາໄດ້ເອົາຄູ່ດຽວຂອງແຕ່ລະສັດເຂົ້າເຮືອໃຫ່ຍກ່ອນຝົນຕົກ. *Noah took a pair of each animal into the ark before the rain fell.*
ຫລັງ	Used for buildings and houses	ໃນຄວາມຝັນຂອງລີໄຮມັນມີອາຄານຫລັງໜຶ່ງປຽບເໝືອນໂລກແລະຄວາມຈອງຫອງຂອງມັນ. *In Lehi's dream, there was a building that represented the world and its pride.*
		ມັນມີພຣະວິຫານເກີນລ້ອຍຫລັງຢູ່ທົ່ວໂລກ. *There are over 100 temples around the world.*
ສະບັບ	Used for newspapers, letters, and documents.	ພຣະຄົດທີ່ຊົງພຣະຊົນແລະການປະກາດຕໍ່ໂລກາແມ່ນເອກະສານສອງສະບັບທີ່ຊ່ວຍເຮົາໄດ. *"The Living Christ" and "The Family Proclamation" are two documents that can help us.*
		ການອະທິຖານປະຈຳມື້ຄືການສົ່ງຈົດໝາຍສະບັບດຽວໄປຫາພຣະເຈົ້າແຕ່ລະມື້. *Daily prayer is like sending a letter to God everyday.*
ເທື່ອ/ຄັ້ງ	Used for times/number of occurences	ເຮົາຄວນອະທິຖານສອງເທື່ອທຸກມື້. *We should pray twice a day.*
		ນີ້ແມ່ນກອງປະຊຸມໃຫ່ຍຸສາມັນເຄິ່ງປີຄັ້ງທີ່ລ້ອຍແປດສິບຂອງສາດສະໜາ ຈັກຂອງພຣະເຢຊູຄິດແຫ່ງໄພພິນຍຸກສຸດທາຍ. *This is the 180th annual general conference of the Church of Jesus Christ of Latter-day Saints.*

ອົງ	Used for Deity, holy people, angels (when used for God or Christ, it is customary to place "ພຣະ" beforehand. See section on royal language).	ສາດສະດາຄົນນັ້ນໄດ້ເຫັນເທບສີ່ອົງ. *That prophet saw four angels.*
		ໂຢເຊັບສະມິດໄດ້ເຫັນສອງພຣະອົງຢືນຢູ່ໃນອາກາດ. *Joseph Smith saw two personages standing in the air.*
ຂໍ້	Used for words, questions, phrases, verses, etc.	ຂໍ່ອ່ານສອງຂໍ້ນີ້ໄດ້ບໍ? *Will you read these two verses?*
		ຫລັງຈາກໂຢເຊັບສະມິດໄດ້ອ່ານພຣະຄຳພີຂໍ້ນີ້ເພິ່ນຕັດສິນໃຈທູນຖາມພຣະເຈົ້າ. *After Joseph Smith read this scripture he decided to ask God.*
ລຳ	Used for boats, airplanes, bamboo	ນີໄຟໄດ້ຮັບຄຳບັນຊາຈາກພຣະເຈົ້າທີ່ຈະຕໍ່ເຮືອລຳໜຶ່ງ. *Nephi was commanded by God to build a boat.*
		ເຮືອບິນລຳນັ້ນເສຍ,ເພາະສະນັ້ນສາດສະດາຈຶ່ງຕ້ອງຂຶ້ນລຳອື່ນ. *That airplane was broken, so the prophet had to get in another one.*

17b

***Note**: When there is only one of the object then you answer by placing "ໜຶ່ງ" or "ດຽວ" after the classifier, both of which mean "one". The two words have identical meaning, although native speakers often prefer to say "ດຽວ".

Grammar: S + V + O + classifier + 1("ໜຶ່ງ" or "ດຽວ").

Example: ຂ້ອຍອ່ານພຣະຄຳພີຂໍ້ໜຶ່ງ = I read one verse in the scriptures.

Additional Examples:

Q: ເຈົ້າໄປໂບດຈັກເທື່ອ? *How many times have you been to church?*	Q: ພຣະຄຶດປະແກະຈັກໂຕເພື່ອໄປຊອກຫາແກະໂຕດຽວທີ່ເສຍໄປ? *How many sheep did Christ leave behind to find the one lost sheep?*	Q: ໂຢເຊັບສະມິດເຫັນຈັກພຣະອົງ? *How many beings did Joseph Smith see?*
A: ຂ້ອຍໄປໂບດເທື່ອດຽວ. *I've been to church one time.*	A: ພຣະຄຶດປະແກະເກົ້າສິບເກົ້າໂຕ. *Christ left 99 sheep.*	A: ໂຢເຊັບສະມິດເຫັນສອງພຣະອົງ. *Joseph Smith saw two beings.*

Negation using Classifier

17c

When answering in the negative you would use "ບໍ່" + "ຈັກ", and the classifier. Using this says that you do not + Verb + any + Object or you do have any of a certain object. Example: I do not have any shoes.

Grammar: Question: S + V + O +ຈັກ + Classifier?

Answer: S + ບໍ່ + V + ຈັກ + Classifier.

Examples:

Q: ເຈົ້າໄດ້ອ່ານບົດຈັກອັນ? *How many chapters did you read?*	Q: ເຈົ້າອ່ານພຣະຄຳພີມໍມອນຈັກເທື່ອອາທິດນີ້? H*ow many times did you read the Book of Mormon this week?*	Q: ເຈົຸ້າມີຈັກຄົນໃນຄອບຄົວຂອງເຈົ້າທີ່ຢາກຮຽນກຽ່ຽວກັບພຣະກິດຕິຄຸນ? *How many people are in your family want to learn the gospel?*
A: ຂ້ອຍບໍ່ໄດ້ອ່ານບົດຈັກອັນ. *I didn't read any chapters.*	A: ຂ້ອຍບໍ່ໄດ້ອ່ານພຣະຄຳພີມໍມອນຈັກເທື່ອອາທິດນີ້. *I didn't read the Book of Mormon.*	A: ຂ້ອຍບໍ່ມີຈັກຄົນໃນຄອບຄົວຂອງຂ້ອຍທີ່ຢາກຮຽນກຽ່ຽວກັບພຣະກິດຕິຄຸນ. *There is no one in my family that wants to learn about the gospel.*

Note: See the lesson entitled "Alternate Uses of Question Words" to see more examples of how "ຈັກ" is used in the negative context meaning "not any".

17d

Describing

Using Classifiers to describe objects

When you are describing an object, it is common to place the classifier for the object after the object followed by the word describing the object.

Grammar: Subject + Verb + Object + **Classifier** + Adjective

ພຣະຄຳພີມໍມອນແມ່ນປຶ້ມພິເສດ.

The Book of Mormon is a special book

Examples:

ຂໍ້ຄວາມສອງຂໍ້ເຫລົ່ານັ້ນດີຫລາຍ. *Those two scriptures were great.*	ຫນັງສືທີ່ຍືນຍັນສີ່ເຫລັ້ມເຂັ້ມແຂງຫລາຍ. *The four standard works are very powerful.*
ບາບປຽບໄດ້ເຫມືອນເສື້ອເປື້ອນໂຕຫນຶ່ງທີ່ເຮົາແກ້ອອກບໍ່ໄດ້ຈົນເຮົາກັບໃຈ. *Sin can be compared to a dirty shirt that we can't take off until we repent.*	ຂາສີ່ຂັນຂອງໂຕະຄືຫລັກທຳຂອງພຣະກິດຕິຄຸນ. *The four feet of a table are like the principles of the gospel.*

Activities (see answers on p. 232)

Learn on Your Own

A. Fill in the blank

Below are sentences with the classifier missing. According to the sentence, write the correct classifier on a separate sheet of paper. Check answers on the back.

1. ອາດາມແລະເອວາກິນໝາກໄມ້ສອງ___ ແລະຖືກຂັບໄລ່ອອກຈາກສວນເອເດນ.
2. ຂອ້ຍຢາກໃຫ້ເຈົ້າອ່ານບົດສາມ___ກ່ອນເຮົາມາເທື່ອໜ້າ.
3. ເຮົາກັບມາສອນເຈົ້າສອງ___ທຸກອາທິດໄດ້ບໍ່?
4. ເຈົ້າສະກົດຄຳນີ້ຜິດ. ໃຫ້ລຶບອອກສອງ___ເຫລົ່ານີ້.
5. ມື້ນີ້ຂອ້ຍຊິຂຽນຈົດໝາຍສອງ____.
6. ໃນສະໄໝບູຮານຜູ້ຄົນທີ່ຢາກກັບໃຈໄດ້ຖວາຍບູຊາລູກແກະ___ດຽວ.

B. Classifiers

On a separate sheet of paper, take the noun given and put it into a sentence using the correct classifier. You can also practice this activity with your companion. Compare your sentences with the examples in the answer section to see if you used the classifier correctly.

1. God	2. Scriptures	3. Brother
4. Forbidden fruit	5. Sheep	6. Wolves
7. Prophets	8. Reformers	9. Witnesses
10. Missionary companionships	11. 2x (two times)	12. Sins
13. God's children	14. Idols	15. Ordinances

C. Situations

Below are a list of situations where you would have to use a classifier. Come up with a sentence that would fit the situation while using the correct classifier. You will have to use your imagination a bit.

Ex: Teaching about Joseph Smith
ໂຢເຊັບສະມິດສັບສົນຫລາຍເພາະມີສາດສະໜາຈັກຫລາຍອັນ.

1. Sharing scriptures
2. Sharing an analogy about authority/ priesthood
3. Conversing with a store clerk
4. Teaching about the Great Apostasy
5. Following on a commitment
6. Sharing your feelings about the principle of eternal families

D. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ໃນຊີວິດກ່ອນໂລກນີ້ມັນມີສອງແຜນທີ່ຖືກສະແດງໃຫ້ເຮົາ.
   In the premortal life we had two plans presented to us.
2. ໂຢເຊັບສະມິດໄດ້ເຫັນສອງຄົນ.
   Joseph Smith saw two heavenly beings.
3. ອາດາມແລະເອວາມີລູກຫລາຍໂຕ.
   Adam and Eve had many children.
4. ເຈຄອບມີລູກສິບສອງອັນ.
   Jacob had twelve sons.
5. ມັນມີສອງພິທີການທີ່ເຮົາຕ້ອງຮັບເພື່ອກາຍເປັນສະມາຊິກຂອງສາດສະໜາຈັກ
   There are two ordinances that you must receive before becoming a member of the church.
6. ງົວສິບສອງອັນທີ່ແບກອ່າງບັບຕິດສະມາສັກສິດຂຶ້ນປ່ຽບເໝືອນສິບສອງເຜົ່າແຫ່ງອິດສະລາເອນ.
   The twelve oxen that support the baptismal font represent the twelve tribes of Isreal.

E. Error Correction

Each sentence is either correct or has at least one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two setences that you could use in your teaching today that use the correct form of the word.

1. ແກະໂຕດຽວທີ່ເສຍຫາງປ່ຽບເໝືອນເຮົາເມື່ອເຮົາເຮັດບາບ.
2. ໃນສະໄໝຂອງພຣະເຢຊູຄິດມີແຕ່ໜຶ່ງພຣະວິຫານຢູ່ເທິງໂລກ.
3. ສັດຫາແລະການກະທຳຄືກັນກັບເກີບໜຶ່ງຄູ່;ເຈົ້າຕ້ອງການທັງສອງເກີບທີ່ຈະສຸບໄດ.
4. ເມື່ອເຮົາຮັບບັບຕິດສະມາເຮົາສະເໜີຄຳສັນຍາສາມອັນຕໍ່ພຣະເຈົ້າ.
5. ສາດສະດາກໍ່ມີທີ່ປຶກສາສອງອັນ.
6. ອ້າຍຂອງເຈເລດໄດ້ຕໍ່ເຮືອຫົກລຳ.

F. Scripture Activities (~30 min. each)

1. Read Matthew 25:15-20 about the parable of the talents. Identify the classifier that is used in this parable and write down the amounts of the talents including the classifier. Next, write a summary of the story in Laotian and focus on using the correct classifiers when refering to the talents and the servants. Practice sharing this scripture with your companion and explain the meaning of the scripture while focusing on using the correct usage of the classifiers.
2. Read Luke 15:4-6 about the parable of the lost sheep. Focus on how the classifier is used grammatically when refering to one, ninety-nine, and one hundred sheep. On a piece of paper explain in your own words how to use the classifier in these situations involving singular and plural objects. Check your answers. Plan an appointment to visit a member and share this parable and the importance of taking care of others. Focus on using the classifiers in the correct way.
3. Read Genesis 7 about Noah and the arc. Identify the different classifiers and the objects for which they are used. Prepare to share this scripture in a lesson explaining the importance of obediance to God's specific instructions.

G. Language Study Plan Activities (~20 min. each)

1. "Memorize vocabulary and phrases," bullet 3. Write down and memorize the commonly-used classifiers.
2. "Learn grammar," bullet 4. Look for opportunities throughout the day to use grammar that you studied. This is a common grammar principle and you will have plenty of opportunities to include it in your teaching and speaking.
3. "Actively listen" bullet 3. One of the best ways to learn the correct classifiers used is to listen to natives. As you listen, make a note of which classifiers are used with which items/groups and add them to your list of words.

Learn with your Companion

H. Pick your Classifiers (~20 min.)

With your companion pick 3 classifiers that you would like to use in your next lesson. Practice using these classifiers with the nouns they highlight. Practice teaching each other the lesson you've prepared.

Learn with a Native Speaker

I. Joseph Smith Story (~40 min.)

Make an appointment to go visit a less-active with a member. Prepare to teach the first lesson and ask the member ahead of time if they would share Joseph Smith's story. As you listen to the member relate this story, pay attention to how they use classifiers in describing and specifying the exact number of nouns.

J. Teach a Member (~25 min.)
Make an appointment to visit a member and share the story of David and Goliath. Ask them to pay attention to how you use classifiers in your teaching. Ask for feedback on how you can use classifiers to teach with better clarity.

K. Teaching Activity (~30 min.)
Plan a time to visit with a native speaker and share with them the story of Jesus feeding the five thousand and how Jesus is the Bread of Life. Focus on using the classifiers correctly, and at the end of the lesson ask the native speaker if the classifiers were used correctly in the lesson.

Learn with Your District

L. Describe your Investigator (~30 min.)
Have the missionaries in your district come prepared with information to share about one or two of their investigators. This should include information about their family, their living situation, their experiences with church, their religious beliefs, etc. Have the missionaries pair up with someone besides their companion and give time for each of them to describe their investigator(s) using as many classifiers as possible. Some possible descriptions could include: "Somwang has two younger sisters and one older brother. He has a fishing boat and fishes four times every week." If possible, have the missionaries switch partners and repeat the activity.

M. District Parable Teaching Activity (Preparation ~10 min. - Activity ~20 min.)
The Savior often taught in parables or comparisons. To follow His example, give each companionship a few classifiers and have them come up with a parable/analogy to help teach a principle of the gospel. Once the preparation is over, have companionships practice teaching each other.

Review – Describing Objects and People

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking about and describing objects, people and their characteristics

- Family Relations
- Adjectives
- Changing verbs to nouns (occupations)
- Classifiers
- Demonstratives
- Same, Similar, Comparisons
- Changing verbs into nouns (personality traits)

Activities (see answers on p. 233)

Review on your Own

A. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. ຂໍ້ນີ້ພຣະຄຳພີສອນກ່ຽວກັບສັດທາ.
2. ເຮົາຕອ້ງເປັນຊື່ສັດຄົນເພື່ອຢູ່ກັບພຣະເຈົ້າອີກ.
3. ສັດທາຂອງເຮົາຕອ້ງສອ່ງອັນດຽວກັນດວງອາທິດ.
4. ບິດາຂອງພຣະເຢຊູເຮັດໄມ້
5. ເລມັນເປັນຈິ່ມຫລາຍ
6. ຂອ້ຍມີສາມອ້າຍ
7. ພຣະເຢຊູເຮັດໃຫ້ສອງໂຕປາລ້ຽງຫລາຍຄົນ.
8. ຂອ້ຍຮູ້ວ່າເຫລ່ານັ້ນຄຳເວົ້າແມ່ນຄວາມຈິງ
9. ຜູ້ສອນສາດສະໜາເປັນເຂັ້ມແຂງຄົນ
10. ພຣະເຈົ້າຢາກໃຫ້ເຮົາເປັນຄືກັນພຣະອົງ
11. ເປໂຕເປັນຄົນຂີ້ເຄົາລົບ
12. ຊາຕານເປັນໜ້າຕິວະ
13. ເຈົ້າມີລູກາຈັກ?
14. ພໍ່ຂອ້ຍເຕ້ຍກວ່າເຈົ້າ. (speaking with someone older)
15. ເຮົາບໍ່ມີໜາຈັກ
16. ການແບ່ງປັນພຣະກິດຕິຄຸນຂີ້ຕື່ນເຕັ້ນ
17. ພວກເຮົາຕອ້ງເປັນຜູ້ຮຽນທີ່ດີເວລາສຶກສາພຣະຄຳພີມໍມອນ
18. ການມີຄວາມປາຖະໜາທີ່ຈະຮູ້ຄວາມຈິງທ່ໍ່ກັນກັບການປຸກຕົນໄມ
19. ພຣະເຢຊູຄິດເປັນພຣະບຸດຂອງເພິ່ນ.
20. ນີ້ເລື່ອງຊອ່ຍຂອ້ຍຮຽນຮູ້ເຖິງພຣະຄຳພີ

B. Translation

On a separate sheet of paper, translate the following sentences into Laotian. Check your answers.

1. How are you? (Asking someone your grandfather's age)
2. That is a good question.
3. I like this scripture because it has helped me in my life.
4. Heavenly Father and Jesus Christ have the same purpose.
5. Jesus' earthly father was a carpenter.
6. If we are fearful, the spirit has a difficult time communicating with us.
7. I know three scriptures that will help you.
8. I have one younger sister and three older brothers.
9. Satan is a liar and an enemy to God.
10. I am a missionary from God.
11. The word of God is like food because it feeds our hunger.
12. The prophets of God wrote these words in the scriptures.
13. Missionaries are to be faithful and diligent servants of God.
14. You cannot live two lives at the same time.

C. Writing Activity (~35 min.)

1. Imagine that you are teaching an investigator about faith. Write a parable using farming as your context. Make sure to use family relations, demonstrative, comparisons/ similarities, changing verbs into nouns and classifiers. Focus on connecting as many things within the parable to a gospel principle regarding faith. The purpose is to help Laotian Buddhists understand how to have faith in God and Jesus Christ. Have your companion check your parable and then practice teaching it with them.

Review with your Companion

D. Introduce the Book of Mormon (~20 min.)
Describe the Book of Mormon to your companion as if he or she were a new investigator. Describe the different sections and choose a particular person from the Book of Mormon and describe him or her as well. Use scriptures in your descriptions. Focus on using demonstratives, verbs that have been changed into nouns for descriptions, comparisons, and adjectives correctly and get feedback on how well you used these principles.

Review with a Native Speaker

E. Family Teaching Activity (Preparation ~15 min. - Lesson ~30 min.)
Teach an investigator about "Eternal Marriage" from Lesson 5 and "Gospel Blesses Families" from Lesson 1 of *Preach My Gospel*. Start by describing each member of your family and how they have blessed your life. In turn ask the investigator about their family and how they have been a blessing for them. Then tie your relationship with each member to how the gospel has blessed you and your family. Focus on using all the principles within this function to describe your family and convey how the gospel has strengethened your family and can help theirs.

F. Agency Teaching Activity (Preparation ~15 min. - Lesson 30 min.)
In preparation to teach an investigator about agency, describe each member of Lehi's family and how each member's decisions affected them and their future. Focus on using family relations, demonstratives, comparisons, verbs that have been changed into nouns, and classifiers. The purpose of this lesson is to help your investigator understand that agency is a blessing and is very important to God's plan. Practice this lesson with your companion and then teach it to your investigator. Get feedback from your companion.

Review with Your District

G. District Definition Activity (Brainstorming ~15 min. - Practice ~25 min.)
As a district, pick several principles that are difficult for people with a Buddhist background to understand. For example: God, Jesus Christ, faith, grace, atonement, or prophets. Go around the district and ask for a description or adjective that would help describe the principle chosen. For example, if faith is the principle chosen, a descriptive phrase you could use is: ຄວາມເຊື່ອທີ່ເຂັ້ມແຂງ, which means "strong belief." Make sure to use adjectives, comparisons, and verbs that have been changed into nouns. Once you have a good list of descriptive words practice teaching the principle using the words listed. Have the other missionary listening give feedback.

Asking about and describing

Actions and Events

Purpose

This function will help you talk about what is happening or what you need to do; for example, what God does for us, or what we do to keep the Sabbath day holy. Below are examples of the types of things you will be able to express with the grammar in this function.

- **Where have you been** today? (Where have you been?)
- Have you **ever** thought about where you came from? (Ever, never)
- Have you read 3 Nephi 11 **yet?** (Finished yet, yes/no?)
- We ate **with** the Sang family. (Accompaniment)
- The church is **in front** of the store. (Preposition)
- We will **bring** you a bible next time. (Bringing and taking)
- Brother Johns will give the **opening** prayer. (Opening and closing)
- We will **take the car** to church. (Verbs of locomotion)
- I read the scriptures **regularly**. (adverbs - ยาๆ)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that it will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- Heavenly Father Reveals His Gospel in Every Dispensation (What is the pattern of gospel dispensations? What does God do to reveal the gospel to His children?)
- Pray to Know the Truth Through the Holy Ghost (What do we do to learn truth?)
- Our Life on Earth (What are we supposed to do during this life?)
- Atonement (What does the Atonement do for us? What do we do to apply it in our lives?)
- Faith in Jesus Christ (How do we show our faith? How do we exercise it?)
- Repentance (What do we do to repent?)
- Baptism (What happens during baptism?)
- Gift of the Holy Ghost (What does the Holy Ghost do for us?)
- Endure to the End (What do we do to endure to the end?)
- The Commandments (What actions do the commandments require of us?)
- Service (What can we do to serve others?)
- Teaching and Learning in the Church (What does the Church do for us?)

Tasks from Missionary Vocabulary and Phrase Book

- Conduct a Meeting (What will happen during the meeting?)
- Explain Priesthood Ordinances (What do we do with the Priesthood?)
- Extend Commitment Invitations (What does my invitation really ask them to do? How will I know if they fulfilled the commitment?)
- Help People Resolve Their Concerns (What is keeping them from gaining a testimony?)
- Obtain Referrals (What can members do to prepare their friends?)
- Perform Priesthood Ordinances (What things do I say and do during an ordinance?)
- Plan Daily and Weekly Activities (What are you doing this week?)
- Talk with Everyone (What do they do for work/fun?)
- Teach Others How to Pray (What do we do when we pray?)
- Use the Scriptures (How can someone apply the scripture in his or her life?)

Have you ever- ເຄີຍ

Examples from *Vocabulary and Phrases*

Have you **ever** learned about Jesus Christ?	ເຈົ້າເຄີຍຮຽນກ່ຽວກັບພຣະເຢຊູຄິດບໍ?
Has she **ever** been to church?	ເພິ່ນເຄີຍໄປໂບດບໍ?
We've **never** been to Laos before.	ເຮົາບໍ່ເຄີຍໄປປະເທດລາວມາກ່ອນ.
I've **never** read the scriptures.	ຂ້ອຍບໍ່ເຄີຍອ່ານພຣະຄຳພີເລີຍ.
Jesus Christ ***will never*** stop loving us.	ຈະບໍ່ມີວັນທີ່ພຣະເຢຊູຄິດຈະເຊົາຮັກເຮົາ.

Explanation

Past and Present

18a

"ເຄີຍ" is used when asking someone if they have ever done a specific task or action in the past or at the present time. It expresses familiarity with an action.

Grammar:

Q: S + ເຄີຍ + V + O + (ມາກ່ອນ)ບໍ່?

A1: ເຄີຍ, S + ເຄີຍ + V + O (ມາກ່ອນ).

A2: ບໍ່ເຄີຍ, S + ບໍ່ເຄີຍ + V + O + (ຈັກເທື່ອ)/(ມາກ່ອນ).

(When you respond negatively, it literally means "never".)

18b

Note: When asking or answering a question, the words "ມາກ່ອນ" can be added to the end of the sentence, meaning **before**. When responding in the negative you can add the words "ຈັກເທື່ອ" at the end which literally means **not even once**. They are used to emphasize that the action has never been performed. These words can be added at the end of the sentence to give a more clear explanation of your answer.

Examples:

ເຈົ້າເຄີຍຮຽນກ່ຽວກັບພຣະເຢຊູຄິດບໍ? *Have you **ever** learned about Jesus Christ?* ເຄີຍ,ຂ້ອຍເຄີຍຮຽນກ່ຽວກັບພຣະເຢຊູຄິດ. *I **have**, I **have** learned about Jesus Christ.*	ເຈົ້າເຄີຍໄປໂບດບໍ? *Have you **ever** gone (been) to church?* ບໍ່ເຄີຍ,ຂ້ອຍບໍ່ເຄີຍໄປໂບດ. ***Never**, I have **never** been to church.*
ເຈົ້າເຄີຍອ່ານພຣະຄຳພີມໍມອນບໍ? *Have you **ever** read the Book of Mormon?* ເຄີຍ,ຂ້ອຍເຄີຍອ່ານພຣະຄຳພີມໍມອນ. *I **have**, I **have** the Book of Mormon.*	ເຈົ້າເຄີຍອະທິຖານມາກ່ອນບໍ? *Have you **ever** prayed before?* ບໍ່ເຄີຍ,ຂ້ອຍບໍ່ເຄີຍອະທິຖານມາກ່ອນ. ***Never**, I have **never** prayed before.*
ເຈົ້າເຄີຍອ່ານໃນພຣະຄຳພີມໍມອນບໍ? *Have you **ever** read from the Book of Mormon?* ບໍ່,ຂ້ອຍບໍ່ເຄີຍອ່ານໃນພຣະຄຳພີມໍມອນຈັກເທື່ອ. *No, I have **never** read from the Book of Mormon.*	ເຈົ້າເຄີຍໄດ້ຍິນເລື່ອງໂຢເຊັບສະມິດບໍ? *Have you **ever** heard about Joseph Smith?* ບໍ່,ຂ້ອຍບໍ່ເຄີຍໄດ້ຍິນເລື່ອງໂຢເຊັບສະມິດຈັກເທື່ອ. *No, I've **never** heard about Joseph Smith.*

Future

18c

"ຈະ(ບໍ່)ມີວັນ" literally means "there will not be a day" and is used to express "ever" and "never" in the future tense. "ເຄີຍ" wouldn't be used in the future and vice versa.

Grammar:

Q_1: ຈະມີວັນ(ທີ່) + S + V + O + ບໍ່?

A_1: ແມ່ນແລ້ວ, ຈະມີວັນ(ທີ່) + S + V + O.

A_1: ບໍ່, ຈະບໍ່ມີວັນ(ທີ່) + S + V + O.

Actions

Q_2: S + ຈະມີວັນ + V + O + ບໍ່?
A_2: ແມ່ນແລ້ວ + S + ຈະມີວັນ + V + O.
A_2: ບໍ່ + S + ຈະບໍ່ມີວັນ + S + O.

* "ຈັກເທື່ອ" can also be used in the future form to mean **never**.

Grammar: A: S + ຈະບໍ່ + V + O + ຈັກເທື່ອ.

Examples:

ຫລັງຈາກຄົນຊອບທຳເປັນຄືນມາຈາກຕາຍຊາຕານຈະມີວັນລໍ້ລວງເຂົາເຈົ້າອີກໄດບໍ່? *After the righteous are resurrected, **will** Satan **ever** be able to tempt them again?* ບໍ່,ຫລັງຈາກຄົນຊອບທຳເປັນຄືນມາຈາກຕາຍຊາຕານຈະບໍ່ມີວັນລໍ້ລວງເຂົາເຈົ້າອີກ. *No, after the righteous are resurrected, Satan will never be able to tempt them again.*	ພຣະເຈົ້າຈະມີວັນຖິ້ມລູກຂອງພຣະອົງບໍ່? ***Will** God **ever** abandon his children?* ບໍ່,ພຣະເຈົ້າຈະບໍ່ມີວັນຖິ້ມລູກຂອງພຣະອົງ. *No, God **will never** abandon his children.*
ເປໂຕວ່າຂະນະອ້ຍຈະບໍ່ປະຕິເສດພຣະອົງຈັກເທື່ອ! *Peter said, "I **will never** reject thee!"*	ພຣະເຈົ້າຈະບໍ່ຕົວະຈັກເທື່ອ. *God **will never** lie.*

Actions

Activities (see answers on p. 233)

Learn on Your Own

A. Translation

Translate the following sentences, and make sure you are using **ever** correctly. Check your answers.

1. I have never received an answer to my prayers.
2. Have you ever fasted before?
3. Have you ever wondered why you are here on earth?
4. I have never seen God or Jesus Christ when I have prayed.
5. I will never adandon my faith in the Savior.
6. Have you ever heard of Jesus Christ?
7. Will Jesus ever come again?
8. Have you ever sinned?
9. I will never disappoint my mission president.

B. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ຂອ້ຍຊິບໍ່ເຄີຍເຊົາອ່ານພຣະຄຳພີມໍມອນ.
   I will never stop reading the Book of Mormon.
2. ຂອ້ຍເຄີຍໄປໂບດເມື່ອເປັນເດັກນອ້ຍ.
   I had never been to church as a child.
3. ເຈົ້າຊິບໍ່ເຄີຍເຫັນພຣະເຈົ້າໃຈຮ້າຍຕໍ່ເຮົາ.
   You will never see God getting mad at us.
4. ເຈົ້າໄດ້ເຄີຍອະທິຖານບໍ່?
   Have you ever prayed before?

C. Error Correction

Each sentence is either correct or has one error. Write down the correct form of the sentence or say it to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today which use the correct form of the word.

1. ພຣະເຈົ້າຊິບໍ່ເຄີຍປະຕິເສດເຮົາ.
2. ຂອ້ຍບໍ່ເຄີຍເຮັດອີກ.
3. ເມື່ອເຮົາກັບໃຈເຮົາສັນຍາວ່າຊິບໍ່ເຄີຍເຮັດບາບ.
4. ຂອ້ຍເຄີຍໄປໂປດເມື່ອເປັນເດັກນອ້ຍ.
5. ເຈົ້າເຄີຍອ່ານພຣະຄຳພີບໍ່?
6. ເຈົ້າຊິບໍ່ເຄີຍຮູ້ສຶກພຣະວິນຍານບໍລິສຸດເມື່ອເຈົ້າກິນຢາທີ່ບໍ່ດີ.

D. Language Study Plan Activities (~15 min.)

1. "Learn grammar," bullet 3. Pay attention to when and where you use the grammar principle.
2. "Actively listen" bullet 1. Listen carefully to a native speaker, and mimic how they use the grammar principle. Make sure to write down the instances where the principle is used.

E. Scripture Activity (~15 min.)

Look up the following scriptures to see how this grammar principle is used. If there is a scripture or story that is applicable, use it in your next lesson.

3 Nephi 8:5,7	Genesis 41:19
Mark 2:12	John 7:46
Mark 14:31	Matthew 26:34

Learn with Your Companion

F. Missionary Handbook Activity (~20 min.)

Open up the Missionary Handbook and discuss with your companion the things that a missionary should and should never do. Have your companion ask if you have ever done something, and answer in the positive or negative. Take turns asking and answering the questions. Make sure to use this grammar principle.

G. Investigator Progression Activity (~30 min.)

Identify an investigator that is not progressing and look at their teaching record. Ask each other the things that you have and have never done yet to help them progress. Afterwards, come up with some goals to help this investigator progress.

Learn with a Native Speaker

H. Reliability Lesson (Preparation ~15 min. -Lesson ~30 min.)

We live in a changing world and sometimes people lose faith that God will keep his promises. Talk with your companion and identify a person in your area that is struggling with changes in their life. If appropriate to this situation, prepare a lesson that focuses on the steadiness and reliability of God. Prepare sentences using "ຈະບໍ່ມີ ັ ນ(ທີ່)" that you could share to express your confidence in God. Also, ask them questions using "ຈະມີ ັ ນ(ທີ່)..ບໍ?" to find out their feelings.

Learn with Your District

I. District Goals Discussion (30 min.)

As a district, look at your language, personal, and companionship study goals, or key indicators in your planner, and discuss some of the goals you have never been able to accomplish. Talk about what the reasons may be for not fulfilling your goals. In this process, make sure to use the grammar principle. Afterwards, set new goals and make plans to accomplish the new goals you have set.

Finished yet, yes/no?

Examples from *Vocabulary and Phrases*

Have you **finished** reading the scriptures yet?	ເຈົ້າອ່ານພຣະຄຳພີເສັດແລ້ວຫລືບໍ່?
Have you **finished** praying to know that God exists yet?	ເຈົ້າອະທິຖານເພື່ອຮູ້ວ່າພຣະເຈົ້າຊົງພຣະຊົນແລ້ວຫລືຍັງ?
Has God **finished** helping men?	ພຣະເຈົ້າຊົງຈົບຊ່ວຍມະນຸດແລ້ວລະບໍ່?

Explanation

This lesson covers the various ways to say **to finish** in Laotian. The two main sections will help you discuss whether or not someone has finished a task, and whether or not a noun/item is used up.

Finished

19a

This grammar principle is used to ask if someone has finished a task, work or is still currently working on something. There are three ways to ask this question and all can be used interchangeably and mean the same thing. ແລ້ວ is the common word in all three of the phrases in the above examples from the *Vocabulary and Phrases*.

Questions: 1. ....ເສັດແລ້ວຫລືບໍ່? = Are you finished yet?
2. ....ແລ້ວຫລືຍັງ? = Finished or still____?
3. ....ແລ້ວລະບໍ່? = Have you yet?

Grammar: Q: S + V + 1. ເສັດແລ້ວຫລືບໍ່?
2. ແລ້ວຫລືຍັງ?
3. ແລ້ວລະບໍ່?

A_1:	ແມ່ນແລ້ວ, S + V + ແລ້ວ.	Yes, S + V + already.
A_2:	S + ຍັງບໍ່ທັນ + V + ເທື່ອ.	S + have not + V + yet.
A_3:	ຍັງບໍ່ + V + ແລ້ວ.	Still have not + V + already.
A_4:	S + V + ຍັງບໍ່ແລ້ວ.	S + V + not finished already

Note: These questions can also be answered using tenses described in lesson 26 or using the "Continuing Situations" principle from lesson 42.

Examples:

Q: ພຣະເຈົ້າຈົບເວົ້ານຳມະນຸດແລ້ວລະບໍ່? *Has God **finished** speaking with man?* A: ບໍ່,ພຣະເຈົ້າຍັງບໍ່ທັນຈົບເວົ້ານຳມະນຸດເທື່ອ. *No, not yet (God hasn't **finished** speaking with man).*	Q: ເຈົ້າວາງແຜນແລ້ວຫລືຍັງ? *Have you finished planning or are you still doing it?* A: ບໍ່,ຂ້ອຍຍັງບໍ່ທັນອະທິຖານເທື່ອ. *No, **not yet** (I have not had a chance to pray yet.*
Q: ເຈົ້າອ່ານພຣະຄຳພີເສັດແລ້ວຫລືບໍ່? *Have you **finished** reading the scripture **yet**?* A: ແມ່ນແລ້ວ,ຂ້ອຍອ່ານພຣະຄຳພີແລ້ວ. *Yes, I have **finished** reading the scripture.*	Q: ເຈົ້າມີໂອກາດອ່ານພຣະຄຳພີມໍມອນແລ້ວລະບໍ່? *Did you have an opportunity to read the Book of Mormon **yet**?* A: ແມ່ນແລ້ວ,ຂ້ອຍມີໂອກາດອ່ານພຣະຄຳພີມໍມອນແລ້ວ. *Yes, I read the Book of Mormon.*

ໝົດ-To Be Used Up

19b

ໝົດ means **to be used up** and is most often used to tell that a physical or figurative item (food, gasoline, help, etc.) is all gone/used up.

Grammar:			
	Q:	O + ໝົດແລ້ວບໍ່?	Is (object) gone/used up yet?
	A_1:	ແມ່ນແລ້ວ, O + ໝົດແລ້ວ.	Yes, O + is all gone.
	A_2:	ບໍ່, O + ຍັງບໍ່ໝົດເທື່ອ.	No, O + is not gone yet.
	A_3:	O + ໄກ້ຊິໝົດແລ້ວ.	O + is nearly gone.

Examples:

Q: ຄຳເປີດເຜີຍຈາກພຣະເຈົ້າຕໍ່ມະນຸດໝົດແລ້ວບໍ່? *Is revelation from God to man **all finished**/has it all been given?*	Q: ເວລາກ່ອນການສະເດັດມາຄັ້ງທີ່ສອງຂອງພຣະເຢຊູຄິດໝົດແລ້ວບໍ່? *Is the time before the Second Coming of Jesus Christ all **gone**?*
A: ບໍ່,ຄຳເປີດເຜີຍຈາກພຣະເຈົ້າຕໍ່ມະນຸດຍັງບໍ່ໝົດເທື່ອ. *No, revelation from God to man is **not all finished**/ has not all been given yet.*	A: ເວລາກ່ອນການສະເດັດມາຄັ້ງທີ່ສອງຂອງພຣະເຢຊູຄິດໄກ້ໝົດແລ້ວ. *The time before the Second Coming of Jesus Christ is **almost gone**.*

Actions

Note: When asking a question, you do not always have to say the subject and verb if both you and the person you are communicating with know what you are referring to.

Activities (see answers on p. 233)

Learn on Your Own

A. Translation

Translate the following sentences and questions. Check your answers.

1. Has God already finished answering our prayers?
2. The sticky rice is almost gone.
3. Has your consecrated oil run out yet?
4. Have you already prayed to know if you should be baptized?
5. Has God stopped calling prophets?.
6. He has worked so hard that all of his energy is gone.
7. Has God ceased giving us guidance?
8. Have you invited your friend to church yet?

B. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answers against the ones listed in the answers section.

1. ເຈົ້າອ່ານຂໍ້ນີ້ບໍ່?
2. ເຈົ້າສຳພາດກັບອະທິການໝົດແລ້ວບໍ່?
3. ເຈົ້າອະທິຖານເສັດແລ້ວ?
4. ຂອ້ຍຈົບອ່ານບົດທີ່ສາມ.
5. ເຈົ້າອ່ານໝົດບໍ່?
6. ເຈົ້າເຮັດບໍ່?

C. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ພຣະເຈົ້າຊິ່ງສິ່ງຄວາມຊ່ອຍມາໃຫ້ເຮົາຈົບແລ້ວລະບໍ່?
   Has God finished sending us help?
2. ເຈົ້າຍັງບໍ່ແລ້ວຫວັງເພາະວ່າພຣະເຈົ້າຍັງຮັກເຈົ້າ.
   You're not out of hope yet, because God still loves you.
3. ພຣະເຈົ້າຍັງບໍ່ຈົບຮັກເຮົາແລ້ວ.
   God hasn't stopped loving us.
4. ເຈົ້າອ່ານໜັງສືອີເທີບໍ່?
   Have you finished reading Ether 12?
5. ການມະຫັດສະຈັນແລ້ວບໍ່ຢູ່ໂລກ?
   Have miracles ceased on the earth?
6. ລາວເຮັດບໍ່?
   Did he finish it?

D. Scripture Activities (~30 min. each)

1. With your companion, read Genesis 1 focusing on the Creation. Each of you, on a piece of paper, write down Day 1 through Day 7 and next to each of them write down the portion of the Creation that was completed on that day. Take turns choosing a portion of the creation and a day and ask each other if that portion of the creation was created on that day. Then have the other missionary answer in the positive or the negative. Mix it up to have some fun.
2. Read the story of Elijah and the widow in 1 Kings 17:1-15 in the Old Testament. After you have read this story, then, using the grammar principle ໝົດ, re-tell this story to your companion or an investigator.

E. Language Study Plan Activities (~20 min. each)

1. "Learn grammar," bullet 2. Prepare sentences to use in your scheduled activities that apply this grammar principle. Practice saying them.
2. "Actively Listen," bullet 4. After trying the grammar principle in a sentence, notice how the native speaker responds. If you hear a response expressed differently from the way you would say it, write it down and practice it. There are many ways to express an idea or thought. Don't limit yourself to one way.
3. "Actively listen" bullet 5. As you prepare to follow up on commitments or ask questions using the grammar principle, make a list of the responses they may give you. Look up words and phrases related to these responses and practice them.

Learn with Your Companion

F. Get to Know Your Investigator (~25 min.)

Finding out the views and beliefs of your investigators will help you better plan how you will help them understand the restoration. Brainstorm with your companion some questions, using this grammar principle, that will help you better understand the beliefs/thoughts of your investigator. (Ex: Has God finished speaking with man?) Together, choose 3 of these questions and plan when you will ask these questions. Also think of possible responses that the investigators may have and think of ways that you could respond. Practice asking the questions, responses, and ways to respond.

Learn with a Native Speaker

G. Ask a Member (~15 min.)

Set an appointment with a progressing investigator that you've been teaching and invite a member to come to the appointment. Before the appointment, meet with the member and review what you have taught the investigator, and what you will be teaching along with the commitments you have given the investigator. Show the member how you would follow up with the commitments using the grammar principle learned in this lesson. Ask for feedback and apply it to your lesson.

Learn with Your District

H. Review your Goals (~10 min. each)

Have each companionship review their individual, as well as companionship goals, that they set the previous week. Review their goals with them and ask whether or not they accomplished each goal using the grammar principle learned in this lesson and encourage them to answer using the grammar principle. If there were any goals that they did not accomplish discuss the reasons why they were not accomplished. Have them look at their current goals and make any needed changes so that they will accomplish them. Review the goals the following week.

Accompaniment

Examples from *Vocabulary and Phrases*

The Holy Ghost is able to teach **with** us.	ພຣະວິນຍານບໍລິສຸດສາມາດສອນນຳເຮົາ.
When we have problems, God is **with** us.	ເມື່ອເຮົາມີປັນຫາພຣະເຈົ້າຊິຢູ່ນຳເຮົາ.
You must study **with** your companion.	ເຈົ້າຕ້ອງສຶກສານຳມູ່ຄູ່ຂອງເຈົ້າ.
Alma **together with** his sons went and taught the truth to the apostate Zoramites.	ແອລະມາພ້ອມດ້ວຍພວກລູກຊາຍຂອງເພິ່ນໄດ້ໄປສອນຄວາມຈິງໃຫ້ຊາວໂຊຣົມຜູ້ຄົນທີ່ໄດ້ຖິ້ມສັດທາ.

Explanation

Accompaniment is used when talking about someone doing something with another person. This lesson will show you the various ways that you can show accompaniment.

ນຳ/ກັບ

20a

ນຳ and ກັບ are the two forms of the preposition **with** that are most often used in Lao. ນຳ is most often used when referring to people whereas ກັບ is used for both people and objects. It is important to note that accompaniment in Lao refers to people and objects that do things together, NOT the means by which someone does something (for example: I eat cereal with a spoon). That is separate principle. For more information, see **Prepositions**.

Actions

Grammar: S + (ຊິ) + V + ນຳ + Pronoun.

Examples:

ຂ້ອຍຊິສອນນຳບະລາເດີແສງເພາະວ່າລາວມີປະສົບການຄືເຈົ້າ. *I will teach **with** Brother Saeng because he had some of the same experiences that you do.*	ເຈົ້າຊິອະທິຖານນຳໃຜ? *Who will you pray **with**?*
ພວກເຮົາທຸກຄົນຢູ່ນຳພຣະເຈົ້າກ່ອນຊີວິດນີ້. *We all lived **with** God before this life.*	ເຈົ້າຄວນເວົ້ານຳອະທິການ. *You should talk to (**with**) the Bishop.*

20b

Note: The word ຊິ is used to change the sentence to the future tense, but doesn't need to be used each time when using ນຳ.

ພ້ອມດ້ວຍ

20c

Just as in English, there are multiple ways to express accompaniment in Laotian. One of the ways often used by Laotian natives is ພອມດວຍ. This can be translated as **along with**.

Grammar: S + ພ້ອມດ້ວຍ + V + O ***or*** S + V + ພ້ອມດ້ວຍ + O

Examples:

ພຣະເຢຊູຈາກເມືອງເຢລູຊາເລັມໄປພ້ອມດ້ວຍພວກອັກຄະສາວົກຂອງພຣະອົງ. *Jesus **along with** his Apostles left the city of Jerusalem.*	ພຣະເຢຊູຊົງສ້າງໂລກພ້ອມດ້ວຍອາດາມ. *Jesus created the earth **together with** Adam.*
ເມື່ອຜູ້ສືບໃຈພະຍາຍາມເຊົາສູບຢາເຂົາເຈົ້າຄວນເອົາຢາໃຫ້ພວກແອວເດີຖິ້ມພ້ອມດ້ວຍເຄື່ອງສູບຢາທັງຫມົດ. *When an investigator is trying to stop smoking, they should give their cigarettes to the elders to throw away, **along with** things they use to smoke.*	ຄົນຫນຶ່ງໃນຝ່າຍປະທານສູງສຸດພ້ອມດ້ວຍສາວົກເຈັດສິບຄົນຫນຶ່ງໄດ້ໄປຕັ້ງສະເຕກໃຫ່ມຢູ່ເມືອງນັ້ນ. *A member of the First Presidency, along with a Seventy, went and formed a new stake in that city.*

ກັນ

20d

ກັນ is added following a verb to explain that the action is being done **together** with another person or group of people.

Grammar: S + V + ກັນ.

Examples:

ພຣະເຈົ້າຊົງບັນຊາໃຫ້ເຮົາຮວມກັນທຸກອາທິດຢູ່ໂບດ. *God commanded us to **meet together** every Sunday at church.*	ອະທິການບອກຂ້ອຍວ່າເພິ່ນຢາກສົນທະນາກັນເລື່ອງຄວາມຢູ່ດີກິນດີຂອງຄົນທີ່ຂ້ອຍສອນຢູ່ບ້ານ. *The Bishop told me he wants to **discuss together** about the welfare of the people I home teach.*
ເວລາເຮົາຢູ່ໂລກນີ້ເຮົາຢູ່ນຳກັນກັບກຸ່ມທີ່ເອີ້ນວ່າຄອບຄົວ. *While we are on this earth, we live **together with** a group called a family.*	ມື້ນີ້ເຮົາຢາກປຶກສາກັນເລື່ອງກົດເງີນສວ່ນສິບ. *Today we want to **counsel together** concerning the Law of Tithing.*

Note: Many times in the scriptures and other formal situations, you will see or hear the word ພາກັນ before a verb. This literally means **to take each other** as in two people taking each other somewhere. It is used as a pluralizer for a verb, meaning **they all...** For example: ພວກສາວົກຂອງພຣະເຢຊູຄິດພາກັນເຂົ້າເຮືອເດີນໄປຍັງແຂວງຄາລິເລ. *The apostles of Jesus Christ **(took each other** or **all)** entered a boat and traveled to Galilee.*

ຊຶ່ງກັນແລະກັນ

ຊຶ່ງກັນແລະກັນ means **each other** and is used to show mutual/reciprocal action. We use this principle in English when we say we **depend on each other** or **love each other**. This verb is mutual.

Grammar: S + V + (O) + ຊຶ່ງກັນແລະກັນ.

20e

Note: ຊຶ່ງ is used in most formal speech, although it is often omitted in common speech. ຊຶ່ງ is usually used when speaking of Gospel teachings.

Examples:

ໃນຖານະເປັນສານຸສິດຂອງພຣະອົງເຮົາຕ້ອງຊ່ວຍຊຶ່ງກັນແລະກັນ. *Being a disciple of Christ we must help **each other**.*	ສາດສະດາສອນໃຫ້ຄອບຄົວຮັກຊຶ່ງກັນແລະກັນ. *Prophets teach families to love **each other.***
ພຣະບິດາເທິງສະຫວັນແລະພຣະເຢຊູຄິດເປັນສອງອົງແຕ່ເຂົ້າໃຈຊຶ່ງກັນແລະກັນ. *Heavenly Father and Jesus Christ are two seperate beings, but they understand **each other**.*	ພວກຜູ້ສອນສາດສະໜາໄປສອນເປັນຄູ່ໆກັນເພື່ອສະໜັບສະໜູນແລະປົກປ້ອງກັນແລະກັນ. *Missionaries teach in companionships in order to support and protect **each other.***

Activities (see answers on pp. 232-233)

Learn on Your Own

A. Translation

Translate the following sentences to see how ນຳ, ພ້ອມດ້ວຍ, ກັນ, or ຊຶ່ງກັນແລະກັນ is used. Check your answers with the key.

1. God and Jesus Christ spoke with Joseph Smith.
2. The Spirit will be with us all the time as long as we are obedient.
3. Heavenly Father appeared along with Jesus Christ to the boy Joseph Smith.
4. As members of the church we need to comfort each other.
5. We pray before every teaching appointment to ask the Holy Spirit to be with us and teach us.
6. I know that by following these commandments your family can live together for eternity.

7. We all ate together.
8. Heavenly Father wants us to help each other.
9. Covenants made with God will give us strength.
10. Jesus taught that we must forgive each other or we won't be forgiven of our sins.
11. God and Jesus Christ work together to help us return to live with them in heaven.
12. The Prophet, along with the Twelve Apostles, give us guidance today.

B. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answers against the ones listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ພຣະກິດຕິຄຸນຕ້ອງຖືກສອນນຳອຳນາດແລະສິດທິ.
   The gospel must be preached with power and authority.
2. ຂ້ອຍຢາກໄປຕະລາດພ້ອມດວ້ຍເຈົ້າ.
   I want to go to the store with you.
3. ເຮົາອະທິຖານຊຶ່ງກັນຢູ່ໂບດ.
   At church we pray together.
4. ເຮົາຕອ້ງສອນເດັກນອ້ຍນຳຄວາມຮັກຂອງພຣະເຈົ້າ.
   We must teach children with the love of God.
5. ເຮົາຄວນຖືພຣະຄຳພີໄບເບິ້ນກັນແລະກັນນຳພຣະຄຳພີມໍມອນ.
   We should carry the Bible along with the Book of Mormon.
6. ກັນຄູ່ສອນສາດສະໜາສາມາດສອນໂດຍອຳນາດຂອງພຣະເຈົ້າ.
   By teaching together, companionships are able to teach by the power of God.
7. ບ່ມີໃຜນຳກັນພຣະເຢຊູຄິດເມື່ອພຣະອົງທົນທຸກທໍລະມານຢູ່ສວນເຄັດເຊມານີ.
   No one was with Jesus Christ when he suffered in the Garden of Gethsemane.
8. ຂ້ອຍຊິເອົາເຫຼັ້ມນີ້ນຳເຫຼັ້ມນັ້ນ.
   I'll take this one (book) and that one.

C. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ຂ້ອຍຢາກສອນຫລັກທຳນີ້ພ້ອມດວ້ຍແຜນແຫ່ງຄວາມລອດ.
2. ຂ້ອຍບ່ຢ້ານເພາະວ່າພຣະເຈົ້າຢູ່ນຳຂ້ອຍ.
3. ເຮົາສາມາດໄປພຣະວິຫານນຳຄອບຄົວຂອງເຮົາ.
4. ຂໍຄອບຄົວໄປໂບດກັນໄດ້ບ່?
5. ເມື່ອເຮົາສອນນຳຄວາມໝັ້ນຄົງເຮົາບ່ຕ້ອງຢ້ານ.
6. ກອງປະຊຸມສິ້ນລະລຶກຖືກນຳກັບພຣະວິນຍານ.
7. ເຮົາສາມາດເຮັດສິ່ງອັດສະຈັນນຳສັດທາ.
8. ຄອບຄົວສາມາດເຂົ້າພຣະວິຫານແລະຜະນຶກກັນເປັນນິດ.
9. ພຣະຄຳພີໄບເບິ້ນນຳພຣະຄຳພີມໍມອນຊ່ວ່ຍເຮົາໃຫ້ຮູ້ວ່າພຣະເຢຊູຄືພຣະຄິດ.
10. ສາດສະດາສອນໃຫ້ຄອບຄົວກັນແລະກັນສະໜັບສະໜູນ.

Learn with Your Companion

D. Gratitude List Part I (~30 min.)

During companion study, take some time to talk about the things you have done with the help of God in your life. For example, finished an eagle project, gained a testimony, received help on a test, given help to overcome a particular trial, etc. The focus here is to uplift and share experiences that you have had in which God has "accompanied" you and helped you in your life. Write these things down and share a few of them with your companion. Remember to focus on using the accompaniment grammar principles correctly.

Learn with a Native Speaker

E. Gratitude List Part II (~30 min.)

Much like the activity above, spend some time teaching about what the investigator could accomplish and what kind of person they can become with God in their lives and help them write a list. Make sure to use this grammar principle because you will be talking about what they can do *with* God. After the native speaker has done so, share with them the thoughts and ideas you discussed with your companion from the activity above.

Learn with Your District

F. Promise Blessings (Preparation ~10 min. - Activity ~10 min.)
In companionships, have the missionaries look at their next lesson plan, prepare a section next to the commitments, and think of specific blessings which they could promise if the investigator has the Lord in their lives. Have the missionaries use the grammar principle and practice promising those blessings.

G. The Gospel Blesses Families Activity (~30 min.)
The purpose of this activity is for the missionaries to learn to help their investigators understand how the gospel will bless their families. Have each of the companionships choose an investigator family that they are working with (or investigator with a family if they are not teaching a family). Have them discuss what could benefit the family the most in their home. Ex: patience, love, understanding, forgiveness, etc. Then have them discuss how/which gospel principle(s) will help their family achieve the desired blessing. Focus on using the grammar principles learned in this discussion. Next, have them discuss how they can incorporate some (or all) of this in their next lesson.

Prepositions

Examples from *Vocabulary and Phrases*

From this passage, what can we learn **about** faith?	ຈາກຂໍ້ນີ້,ພວກເຮົາຮຽນຫຍັງກ່ຽວກັບສັດທາ.
What do you think enduring **to** the end means?	ເຈົ້າຄິດວ່າການອົດທົນຈົນເຖິງທີ່ສຸດໝາຍຄວາມວ່າຫຍັງ?
Truth does not change **with** conditions or time.	ຄວາມຈິງບໍ່ໄດ້ປ່ຽນແປງໃນສະພາບຫລືເວລາຕ່າງໆ.
What was the difference **between** the responses of Nephi and Laman?	ຄວາມຕ່າງລະຫວ່າງຄຳຕອບຂອງນີໄຟແລະເລມັນແມ່ນຫຍັງ?

Explanation

The following is a list of some Lao prepositions and their English equivalents. These words give direction and position to the content of the sentence. *Most of the following words are taught in more detail in other lessons of this book, but they are listed here for your convenience.

21a

Actions

Laotian	English	Examples
ກ່ອນ	*before*	ກ່ອນເລີ່ມສອນ,ເຮົາຂໍອະທິຖານໄດ້ບໍ່? ***Before** we begin teaching, can we start with a prayer?*
ຈາກ	*from*	ຈາກນີ້ເຖິງໂບດມີປະມານສອງໄມ. ***From** here to the church is about two miles.*
ໃນ	*in*	ເຮົາອ່ານກ່ຽວກັບສາດສະດາໃນພຣະຄຳພີມໍມອນ. *We read about the prophets **in** the Book of Mormon.*
ກັບ/ນຳ	*with* **See "Accompaniment" lesson*	ເມື່ອເຮົາອະທິຖານ,ເຮົາເວົ້ານຳ/ກັບພຣະເຈົ້າ. *When we pray, we speak **with** God.*
ສຳລັບ	*for* **See "For-all six ways" lesson*	ພວກຂະນ້ອຍຂອບພຣະໄທພຣະອົງສຳລັບຄອບຄົວຂອງພວກຂະນ້ອຍ. *We thank thee **for** our families.*
ຮອບ	*around*	ເຮົາຕ້ອງຍ່າງຮອບເຂດ. *We need to walk **around** the area.*
ເພື່ອ	*for, in order to* **See "For-all six ways" lesson*	ເຮົາສາມາດອະທິຖານເພື່ອຮູ້ຄວາມຈິງ. *We can pray **in order to** know the truth.*
ໜ້າ	*before, in front of*	ເຮົາຈະຕ້ອງຢືນຕໍ່ໜ້າພຣະເຈົ້າ. *We will have to stand **before** God.*
ໃຕ້/ກ້ອງ	*under, beneath*	ພຣະຄຣິດສ້າງໂລກພາຍໃຕ້ການນຳພາຂອງພຣະບິດາຂອງພຣະອົງ. *Christ created the Earth **under** the direction of His Father.*
ຕ້ານ	*against*	ເຮົາຕ້ານຄວາມຊົ່ວໃນໂລກ. *We are **against** evil in the world.*
ລະຫວ່າງ	*between, among*	ພັນທະສັນຍາເປັນຄຳສັນຍາລະຫວ່າງພຣະເຈົ້າແລະເຮົາ. *A covenant is a promise **between** God and us.*
ຕັ້ງແຕ່/ນັບແຕ່	*since, from* **See"Time Expressions" lesson*	ຕັ້ງແຕ່ລາວຮັບບັບຕິດສະມາ,ລາວເປັນຄົນໃໝ່. ***Since** she got baptized, she is a new person.*
ຫາ	*to, towards* **See "Direction of Action" lesson*	ເຮົາຕ້ອງອະທິຖານຫາພຣະເຈົ້າ. *We must pray **to** God.*
ກ່ຽວກັບ	*about*	ຖ້າສົມມຸດວ່າເພິ່ນບໍ່ມາການປະຊຸມບັບຕິດສະມາເຮົາຄວນສອນເພິ່ນກ່ຽວກັບບັບຕິດສະມາໃນອາທິດຊົ່ມານີ້. *If supposing that she doesn't come to the baptismal service we should teach her **about** baptism this coming week.*

ເລື່ອງ	*concerning*	ເລມັນກັບເລມູເອນບ່ເຂ້ົາໃຈເລື່ອງພາບຝັນຂອງບິດາຈຶ່ງບ່ຢາກໜີຈາກ ເມືອງເຈຣູຊະເລມ. *Laman and Lemuel didn't understand **concerning** their father's dream, therefore they didn't want to leave Jerusalem.*
ຈົນເຖິງ	*until, up to*	ພວກເຮົາຕອ້ງຖາ້ຈົນເຖິງວັນອາທິດທີ່ຈະມອບຂອງປະທານແຫ່ງ ພຣະວິນຍານບໍລິສຸດ. *We have to wait **until** Sunday to give the gift of the Holy Ghost.*
ໂດຍ(ຜ່ານ)/ ດ ວ້ ຍ	*through (by means of), instrumental "with"*	ພຣະເຢຊູໄດ້ສອນໂດຍຜ່ານຄໍາອຸບປະມາ. *Jesus Christ taught **through/with/by** parables.* ພຣະຜູເ້ປັນເຈົ້າເປີດເຜີຍຄວາມຈິງຂອງພຣະອົງດວ ຍສາດສະດາ. *God reveals his truth **by way of** the prophets.*
ຕາມ	*according to*	ສາດສະດາຂຽນຕາມຄໍາເປີດເຜີຍທີ່ເຂົາເຈົ້າໄດ້ຮັບຈາກພຣະເຈົ້າ. *Prophets write **according** to the revelation they receive from God.*
ເທິງ	*on, over, above* **See "Direction of Action" lesson*	ພາຍໃຕ້ການນໍາພາຂອງພຣະອົງໂຢເຊັບສະມິດສະຖາປະນາ ສາດສະໜາຈັກຂອງພຣະເຢຊູຄິດອີກໃໝ່ຢູ່ເທິງ ໂລກນີ້. *Joseph Smith organized the Church of Jesus Christ again **on** the earth.*
ຫລັງຈາກ	*after* **See "Time Expressions" lesson*	ຫລັງຈາກເຮົາໃຊ້ສັດທາພຣະເຈົ້າຈຶ່ງຊ ຕອບຄໍາອະທິຖານຂອງເຮົາ. ***After** we exercise faith, God will answer our prayers.*
ຫລັງ	*behind*	ລົດຢູ່ຫລັງ ໂບດ. *The car is **behind** the church.*
ປາດສະຈາກ	*without*	ປາດສະຈາກການອະທິຖານພວກເຮົາຮູ້ ວາມຈິງທາງ ວິນຍານບ່ ໄດ້. ***Without** prayer, we cannot know spiritual truths.*
ຂ ້ າງ/ ຖ ດ(ກ ບ)	*beside, next to*	ເຮືອນຂອງຜູ ນ ໃຈຢ ຂ ້ າງຕະ ລາດ. *The investigators house is **next to** the store.*

Grammar**:**
The placement and use of prepositions in Laotian is similar to English. For designating location, the preposition is placed after the object and before the location. For other purposes, the prepositions are placed in the sentence as they would be in English.

Location: S + V + O + **preposition** + location.

Ex: The Book of Mormon is **on** the table. ພຣະຄໍາພີ ໍ ມອນຢ ເທິງ ໂຕະ.

Other: **Preposition** + S + V + O.

Ex: **After** *she read, she felt comforted.* ຫລັງຈາກເພ ່ ນອ ່ ນເພ ່ ນຮ ສ ກອ ນ ໃຈ.

Additional Examples:

ໂບດຢ ຂ ້ າງ ບ ນ ຫ ລ ້ ນ. *The church is **next to** the park.*	ເຮົາຕ ້ ອ ດ ທ ນ ຈ ນ ເຖ ງ ທ ສ ດ. *We must endure **until** the end.*
ເ ົ ້ າ ເ ະ ປ ະ ຕ ຮ ບ ເ ດ ນ ້ ປ ັ ນ ເ ລ າ ສ າ ມ ຊ ົ ່ ວ ໂ ມ ງ ແ ລ ະ ພ ຣ ະ ເ ຈ ົ ້ າ ໄ ດ ພ າ ເ ຮ ົ າ ມ າ ພ ບ ເ ຈ ົ ້ າ. *We tracted **around** the area for 3 hours and God led us to you.*	"ພ ຣ ະ ອ ງ ໂ ຜ ດ ໃ ຫ ້ ຂ ນ ອ ້ ຍ ຊ ນ ະ ສ ັ ດ ຕ ູ ທ ັ ້ ງ ຫ ລ າ ຍ ຂ ອ ງ ຂ ນ ອ ້ ຍ ພ ຣ ະ ອ ງ ຊ ງ ປ າ ບ ປ າ ມ ຊ ນ ຊ າ ດ ຕ ່ າ ງ ໆ ໃ ຫ ້ ຢ ່ ໃ ຕ ້ ອ ໍ ານ າ ດ ຂ ອ ງ ຂ ນ ອ ້ ຍ." *"It is God that avengeth me, and that bringeth down the people **under** me."*
ເ ົ ້ າ ຮ ຽ ນ ຫ ຍ ັ ງ ຈ າ ກ ປ ະ ທ ານ ສ ົ ມ ຫ ວ ັ ງ? *What did you learn **from** President Somwang?*	ໃ ນ ຄ ວ າ ມ ຝ ັ ນ ຂ ອ ງ ລ ໄ ຮ ເ ພ ິ ່ ມ ຍ ່ າ ງ ຕ າ ມ ຮ າ ວ ເ ຫ ລ ັ ກ ໄ ປ ຫ າ ຕ ົ ້ ນ ໄ ມ ້. *In Lehi's dream, he followed the iron rod **toward** the tree.*

ໜ້າອັດສະຈັນແທ້ໆທີ່ເຮົາສາມາດຖ່າຍທອດສຽງຂອງສາດສະດາ ແລະສິ່ງໄປລະຫວ່າງປະເທດໃຫ້ໄພ່ພົນຍຸກສຸດທ້າຍທຸກຄົນຟັງ. *How miraculous that we can broadcast the prophet's voice **between** countries for all Latter-day Saints to hear!*	ເຮົາຕ້ອງສອນຕາມຄວາມຕ້ອງການຂອງຜູ້ສືບໃຈຂອງເຮົາ. *We need to teach **according to** the needs of our investigators.*
ຕັ້ງແຕ່ຕົ້ນພຣະເຈົ້າໄດ້ເລືອກສາດສະດາ. ***Since** the beginning, God has chosen prophets.*	ຫລັງຈາກພຣະເຢຊູຄິດຖືກຂ້າອັກຄະສາວົກຖືກຂົ່ມເຫັງ. ***After** Christ was killed, the apostles were persecuted.*
ເຈົ້າຕ້ອງຮັກສາພຣະບັນຍັດເພື່ອຮັບພອນ. *You must keep the commandment **in order to** receive the blessing.*	ສາດສະດາຢືນຢູ່ເທິງກຳແພງເພື່ອຊ່ວຍເຮົາໃຫ້ຮູ້ພຣະປະສົງຂອງ ພຣະເຈົ້າ. *The prophet stands **on top of** the wall, so we know God's will. (analogy)*
ພວກຂະນ້ອຍຂອບພຣະໄທພຣະອົງສຳລັບພຣະບຸດ ຂອງພຣະອົງພຣະເຢຊູຄິດ. *We thank Thee **fo**r Thy son, Jesus Christ.*	ໂດຍການຢືນຢູ່ຫລັງພຣະເຢຊູເຮົາຊິມີຄວາມປອດໄພ. *Standing **behind** Jesus, we will be safe.*
ພວກເຮົາຕ້ອງຕໍ່ຕ້ານຊາຕານ. *We must fight **against** Satan.*	ໃຈຂອງເຮົາຕ້ອງຢູ່ໃນພຣະເຈົ້າ. *Our hearts must be **in** God.*
ລາວຖືກປິ່ນປົວໂດຍສັດທາຂອງລາວ. *He was healed **through** his faith.*	ເຮົາຕ້ອງສຶກສາກ່ອນເຮົາສອນ. *We need to study **before** we teach.*
ສາດສະດາໄດ້ຂຽນຄຳສອນຂອງພຣະເຈົ້າໃນພຣະຄຳພີ. *The prophets wrote God's teachings **in** the scriptures.*	ສາດສະໜາຈັກໄດ້ຖືກບິດເບືອນປາດສະຈາກຖານະປະໂລຫິດ. *The church was corrupted **without** the priesthood.*
ຣັດທະນະຊິສອນນຳເຮົາເພາະວ່າແຕ່ກ້ີລາວກຳສູບຢາຄືກັນ. *Rattana is teaching **with** us because he used to smoke too.*	ໃນເສິກທາງວິນຍານນີ້ເຮົາຕ້ອງຕໍ່ສູ້ຕ້ານຄວາມຊົ່ວຮ້າຍທຸກຢ່າງ. *In this spiritual war we must fight **against** all wickedness.*

Actions

Activities (see answers on p. 234)

Learn on Your Own

A. Translation

Translate the following sentences while focusing on using the prepositions correctly. Check your answers.

1. Jesus Christ is on the right hand of God.
2. Can we teach your friend in your house?
3. Faith without works is not true belief.
4. We thank Thee for this day.
5. Where do you think we lived before we were born?
6. According to this scripture, what is faith?
7. Where does love come from?
8. God and Jesus Christ live in Heaven.
9. While on earth, we must live with courage.
10. Hell is not beneath the earth.
11. We must dump Satan behind us and not pay attention to him.
12. Through the Atonement, we can receive strength to overcome our weaknesses.
13. When we go to church, we renew covenants with God.
14. When I read the scriptures, I feel the Spirit around me.
15. After receiving the Gift of the Holy Ghost, we must endure to the end.
16. I go to the temple to learn about God's plan for me.
17. After the resurrection, we will stand before God to be judged.
18. Since I joined the church, I have had challenges but also many blessings.
19. According to the words of the prophets, Christ will come again.
20. Between the time we die and the resurrection, we wait in the spirit world.
21. We should not fight against the commandments of God.
22. After we are baptized, we receive the gift of the Holy Ghost.

B. Picture Activity (~20 min.)
Below are two pictures. Choose one of the pictures and with each person and object in the picture write out sentences using prepositions which describe the picture. Check with your companion to see if it is done correctly.

Example: ມີນ້ຳລະຫວ່າງພວກອັກຄະສາວົກແລະພຣະເຢຊູ. There is water **between** the Apostles and Jesus.

C. Common Errors
Figure out why each sentence is wrong and how it should be corrected. Then check your answers against the ones listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ພຣະເຢຊູຢືນເຮົາລະຫວ່າງນະລົກ.
   Jesus stands between us and hell.
2. ອະທິການສອນເຮົາກັບພຣະຄຳພີ.
   The bishop taught according to the scriptures.
3. ເຮົາຊິໄປພົບອະທິການເທິງບ້ານຂອງເພິ່ນມື້ອື່ນເຊົ້າ.
   We're going to meet with the bishop at his house tomorrow morning.
4. ຂອ້ຍຢາກອະທິຖານເທິງພຣະເຈົ້າ.
   I want to pray to God.
5. ເມື່ອຂອ້ຍຄິດເຖິງບັນພະບຸລຸດທີ່ສັດຊື່ທຳອິດຂອ້ຍ,ຂອ້ຍກຳຮູ້ສຶກຄວາມກະຕັນຍູ.
   When I think of my faithful ancestors before me, I feel gratitude.
6. ມັນສຳຄັນທີ່ຈະສຶກສາພຣະຄຳພີຫລັງຈາກທຸກມື້ເຈົ້າຮັບບັບຕິດສະມາ.
   It's important to study the scriptures every day after you are baptized.

D. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ຫລັງຈາກເຮົາອະທິຖານເຮົາຕອ້ງເຮັດຕາມຄຳຕອບທີ່ເຮົາຮັບ.
2. ຂອ້ຍອ່ານສຳລັບຮູ້ສຶກຄວາມຮັກຂອງພຣະເຈົ້າ.
3. ພຣະເຈົ້າຢູ່ໃນສະຫວັນ.
4. ຂໍໃຫ້ເຈົ້າອ່ານຂໍ້ທີ່ໜຶ່ງໄປທີ່ຫ້າໄດ້ບໍ່?
5. ຄວາມຮູ້ສຶກແບບນັ້ນມາຈາກພຣະເຈົ້າ.
6. ຖ້າບໍ່ມີພຣະເຢຊູຄິດເຮົາຊິຖືກສິ່ງໄປນະລົກ.

E. Scripture Activity (~20 min.)
Read your Laotian and English scriptures side-by-side and note the differences between prepositions. Choose phrases from the English scriptures and translate them into Laotian. Afterwards, check to see if/how the prepositions you chose are different from the ones in the scriptures. Create sentences from the scriptures that you can use in your teaching.
Suggested chapters: 1 Nephi 1; 3 Nephi 11; Moroni 10

F. Language Study Plan Activities (~20 min. each)

1. "Actively listen," bullet 3. Prepositions are some of the most difficult things to master in learning Laotian. Pay close attention to how natives use prepositions, especially when they use a different preposition than you would in English. Ask a native when you are unsure of which preposition to use with a given phrase.
2. "Memorize vocabulary and phrases," bullet 6. Find important scriptures that use prepositions differently than English. Memorize them and use them in teaching situations according to the principles in Chapter 10. Create flashcards to memorize the prepositions and their different uses from English.

Learn with your Companion

G. Scripture Story Message Activity (Preparation ~20 min. -Practice ~10 min.)
The purpose of this activity is to give you a creative way to share a story and message from the Book of Mormon with someone you meet today. With your companion, choose a scripture story from the Book of Mormon and review the story so that you are comfortable retelling it in English. Next, translate the story into Laotian and, if you have time, draw/create some sort of visual that you could use while telling the story. Practice sharing the story and the gospel principle associated with the story with your companion. Before you go to work in the morning, pray that you will have the opportunity to share this gospel story/message with someone during the day and look for that opportunity. At the end of the day discuss how it went, and try it again with a different story and message.

H. Finding Approach Activity (~30 min.)
On page 171 of *Preach My Gospel,* do the activity on "Simple Finding Approaches," (second bullet) with your companion. Practice the different finding settings listed in the section and then come up with some other ones on your own. While doing this activity, use as many prepositions as possible. You may need to plan some things you would say beforehand. Make sure to use some of the ideas learned from this practice today while you are contacting people.

Learn with a Native Speaker

I. Practice with a Native (~20 min.)
With a member, go through the list of prepositions and have them use each one in an example sentence. Once they are done, practice with them using your own examples.

J. Trials Lesson (Preparation ~15 min. - Lesson 30 min.)
If possible, identify an investigator who is having financial difficulties and prepare a lesson that explains the necessity of trials during a economically hard time. Use the prepositions in their proper form.

Learn with Your District

K. District Scripture Discussion (~30 min.)
The purpose of this activity is to help the missionaries understand that God will provide for them as they teach the gospel. Read 1 Nephi 17:1-13 about Nephi's experience building a boat and, as a class, discuss how the Lord will help them in the work they've been assigned. As you do this activity pay attention to all the prepositions used. If there are any relevant scriptures, encourage the missionaries to use them in their next lesson.

L. Where is it? (~30 min.)
The object of this activity is to help the missionaries better understand prepositions relating to position. Choose an object to be the target object (eg. marker, or piece of chalk). Hide the object in the room while the missionaries have their heads down on their desks. Then allow the missionaries to ask questions using the prepositions to find the location of the object in the room.

Bringing and Taking

Examples from *Vocabulary and Phrases*

ຂ້ອຍຊິເອົາໜັງກ່ຽວກັບພຣະເຢຊູຄິດມາກັບຂ້ອຍ.	I will **bring** a movie about Jesus Christ with me.
ຂໍໃຫ້ເຈົ້າພາຄອບຄົວຂອງເຈົ້າໄປໂບດອາທິດນີ້ໄດ້ບໍ່?	Will you **take** your family to church this week?
ເຈົ້າຕ້ອງນຳຄວາມຮັກທີ່ມີຕໍ່ພຣະເຢຊູຄິດມາ.	You must **bring** your love of Jesus Christ with you.

Explanation

22a

There are three different ways to convey **bringing** and **taking**.

	Definition	Grammar	Examples
ເອົາ	used when referring to taking or bringing things or objects.	S + ເອົາ + O + ໄປ/ມາ + place/location etc.	ຂ້ອຍເອົາພຣະຄຳພີໄບເບິ້ນມາ. *I **brought** the Bible.*
ພາ/ສົ່ງ	to escort - both words used when referring to taking or bringing human beings. They are not used for objects.	S + ພາ + O + ໄປ/ມາ + place/location etc.	ພວກເຮົາຊິພາເຈົ້າໄປບ້ານຂອງ ອະທິການ. *We will **take** you to the Bishops house.* ຂ້ອຍຊິສົ່ງເຈົ້າກັບໄປບ້ານ. *I will **take** you home.*
ນຳ	usually used with intangible (abstract) nouns or objects. These are objects that can not be touched. ນຳ can also be used with tangible objects. ນຳ is more polite and formal than ເອົາ.	S + ນຳ + O + ໄປ/ມາ + place/location etc	ພຣະເຢຊູນຳຄວາມຫວັງມາໃຫ້ເຮົາ. *Jesus brought us hope.*

22b

Note: When the action is toward the speaker (bring) the directional verb ມາ is used; when it is away (take) from the speaker ໄປ is used. See the lesson titled "Verbs of Locomotion" for more examples of how to use ໄປ/ມາ to show direction.

Additional Examples:

ຂ້ອຍເອົາພຣະຄຳພີມໍມອນມາ. *I **brought** the Book of Mormon.*	ເຈົ້າເອົາຫຍັງໄປ/ມາ? *What will you **take/bring** with you?*
ເຈົ້າສົ່ງຜູ້ສົນໃຈຂອງເຮົາໄປໂບດໄດ້ບໍ່? *Can you **take** the investigator to church?*	ພວກເຮົາຊິພາເຈົ້າໄປບ້ານຂອງອະທິການ. *We will **take** you to the Bishops house.*
ເຈົ້າຕ້ອງນຳເອົາປະຈັກພະຍານຂອງເຈົ້າມາ. *You must **bring** your testimony with you.*	ຂ້ອຍຊິນຳພຣະກິດຕິຄຸນໄປໃຫ້ຄົນລາວ. *I will **bring** the gospel to the Lao people.*

Activities (see answers on p. 234)

Learn on Your Own

A. Translation

Translate the following sentences using the correct form of **to bring/to take**. Check your answers.

1. Keeping God's commandments brings us happiness.
2. Brother Keo will take you to church on Sunday.
3. God brought us here to share a message with you about His gospel.
4. We brought a movie about Jesus that we want to watch with you.
5. Joshua brought the children of Israel to the promised land.
6. When we die, we won't be able to take earthly possessions with us.

Actions

B. Matching

The column on the left is a list of commandments, and the column on the right is a list of blessings. Take a commandment from the left column and place it in a sentence with a corresponding blessing. State that keeping the commandment brings the corresponding blessing.

Example: Commandment= ອ່ານພຣະຄຳພີ Blessing= ຄວາມຊ່ອຍຈາກພຣະວິນຍານຢູ່ໂຮງຮຽນ
ການອ່ານພຣະຄຳພີນຳຄວາມຊ່ອ່ຍເຫລືອຂອງພຣະວິນຍານມາໃນການສຶກສາຢູ່ໂຮງຮຽນ.

Commandments	Blessings
ອ່ານພຣະຄຳພີ	ຄວາມປອບໂຍນ
ໄປໂບດ	ຄວາມເຂັ້ມແຂງ
ອະທິຖານທຸກມື້	ຄວາມອົບອຸ່ນທາງຈິດໃຈ
ຮັບໃຊ້ຄົນອື່ນ	ຄວາມຮັກຢູ່ໃນບ້ານ
ຮັກສາພຣະວາຈາແຫ່ງປັນຍາ	ອຳນາດທີ່ຈະເອົາຊະນະການລໍ້ລວງ
ຮັບບັບຕິດສະມາ	ຄວາມຫວັງທີ່ຈະເຮັດຄວາມດີ
ຕິດຕາມສາດສະດາ	ການນຳພາຈາກພຣະວິນຍານ

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section.

1. ຂໍໃຫ້ເຈົ້າພາພຣະຄຳພີມ໋ມອນໄປໂບດໄດ້ບໍ່?
2. ເມື່ອນີໄຟໜີຈາກພວກອ້າຍ,ເພິ່ນເອົາບັນທຶກນຳເພິ່ນ.
3. ພວກເຮົາຢາກເອົາພະວິນຍານບໍລິສຸດມານີ້ເມື່ອເຮົາສອນ.
4. ຫລັງຈາກເຮົາຕາຍສິ້ນສຸດແລ້ວ,ເຮົາພາຂອງມີຄ່າໄປນຳບໍ່ໄດ້.
5. ໂມເສສໄດ້ນຳຊາວອິດສະລາເອນອອກມາຈາກອີຢິບ.
6. ພຣະເຢຊູຄິດຊິງໄດ້ນຳມາຄວາມບັນເທົາໃຫ້ຄົນເຈັບປວດ.

D. Error Correction

Each sentence is either correct or has one error. Write down the correct form of the sentence or say it to your companion, and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today which use the correct form of the word.

1. ເມື່ອລີໄຮເດີນທາງໃນແດນທຸຣະກັນດານ,ເພິ່ນໄດ້ເອົາເລັຍໂຮນາໄປນຳ.
2. ພວກເຮົາຢາກພາຄວາມຮັກຂອງພຣະອົງເຂົ້າມາໃນບ້ານນີ້.
3. ຂໍໃຫ້ແມ່ເອົາລູກໄປໂບດໃນອາທິດຊິ່ມາໄດ້ບໍ່?
4. ການຕົກຂອງອາດາມໄດ້ນຳຄວາມຕາຍແລະຄວາມໂສກເສົ້າມາສູ່ໂລກນີ້.
5. ການຊົດໃຊ້ຂອງພຣະເຢຊູຄິດນຳຄວາມຫວັງມາໃຫ້ມະນຸດ.
6. ເທື່ອໜ້າເຮົາຊິພາບາລະເດີແສງມາສອນ.

E. Scripture Activities (~25 min. each)

1. Read 2 Nephi 5:1-14 and write down everything that Nephi took with him when he fled from his brothers. Identify the form of **to bring/to take** that is used in the scriptures. Write down this story in your own words and then share it with your companion.

2. Read Genesis 7:1-10 about the story of Noah. Identify the things that the Lord commanded Noah to take with him on his boat. Also identify which form of **to bring/to take** is used in the scriptures. Plan a lesson about obedience where you would include this scripture.

F. Language Study Plan Activities (~15 min. each)

1. "Learn grammar," bullet 3. Pay attention to the word order when using this grammar principle. The most difficult part is placing the directional word correctly in the sentence.
2. "Actively listen" bullet 1. Listen carefully to how native speakers use the grammar principle, especially where they place the directional word in the sentence. Imitate what you hear.

Learn with Your Companion

G. Role-play Activity (~15 min. each)
With your companion, role play a situtation where a woman in the grocery store asks you what happens after we die. Focus on using the grammar principle correctly as you teach what we can and cannot take with us after we die and our responsibilities while we are on this earth. After you teach, discuss whether there are any portions of the lesson that were unclear and how you could do it differently if needed. Switch roles and repeat the exercise.

H. Church Rides Activity (~15 min.)
Decide with your companion who is coming to church on Sunday and who will need a ride from a member. Look up the words necessary to ask a member to give an investigator a ride to church. After you have figured out how to say it, practice saying it a few times before you call the member. The next time you meet with your Ward Mission Leader, let him know who is coming on their own and which members are taking which investigators to church.

Learn with a Native Speaker

I. Gospel Blessings Activity (Preparation ~15 min. - Lesson ~30 min.)
Set up an appointment to visit a member who is a native speaker. Prepare a lesson to share with them about the blessings which the gospel brings to us and our families. Choose a few specific blessings, and prepare a few questions asking if the gospel brings those blessings into their lives. Notice how they respond to your questions. Notice any signs indicating that they don't understand your questions. During the lesson, ask them if you asked the questions correctly.

Learn with Your District

J. District Discussion (~45 min.)
Give the missionaries the scenario that there will be another flood, but each person will be able to take 10 things (people, objects) with them. Have them write down a list of people/items that they would take and the reason for each item. Give each missionary time to state each item/person that they would take with them and why. Have them use the correct form of the grammar principle learned in this lesson.

Opening and Closing

Examples from *Vocabulary and Phrases*

ເຮົາຊິເປີດກອງປະຊຸມນີ້ໂດຍຮ້ອງເພງທີ່ມີຊື່ວ່າ_____.	We will open this meeting by singing the song _____.
ບະລາເດີຈັນຊິອະທິຖານປິດ.	Brother Chan will give the **closing** prayer.

Explanation

In Laotian, the words **open** and **close** have several different meanings. The appropriate word must be chosen depending on what you are opening and closing.

23a

To Open

Here are the various forms of the verb **to open**.

Laotian	English	Sentence Structure	Examples
ໄຂ	used when referring to doors, containers	S + ໄຂ + O	ວິທີງ່າຍໆທີ່ເຈົ້າຮັບໃຊ້ໄດ້ແມ່ນການໄຂປະຕູໃຫ້ຄົນ. *One simple way you can serve is by **opening** doors for people.*
ເປີດ	used when referring to lights, faucets, books, meetings, bank accounts	S + ເປີດ + O	ຂໍເປີດພຣະຄຳພີມໍມອນໄດ້ບໍ່? *Will you **open** the Book of Mormon?*
ອ້ຳ	used almost exclusively when talking about the mouth.	S + ອ້ຳ + O	ຖ້າເຈົ້າອ້ຳປາກມັນຊິຖືກເຕັມໄປດ້ວຍຄຳເວົ້າແຫ່ງຊີວິດນິລັນດອນ. *If you **open** your mouth, it will be filled with the words of eternal life.*

Note: *These words may be used interchangeably. However, listen to how a native speaker uses them and then mimic them. It all depends on regional origin and personal preference.*

23b

To Close

Here are the various forms of **to close**.

Laotian	English	Sentence Structure	Examples
ປິດ	used when referring to meetings, bank accounts, mouths, curtains	S + ປິດ + O	ບະລາເດີແສງຊິອະທິຖານປິດໃຫ້ເຮົາ *Brother Sang will give us a **closing** prayer.*
ອັດ/ງັບ	used when referring to doors, windows, ears, containers, a hole	S + ອັດ/ງັບ + O	ຂໍອັດພຣະຄຳພີໄດ້ບໍ່? *Will you please **close** your scriptures?*
ມອດ	used when referring to lights, fires, TV, computers, electronic devices	S + ມອດ + O	ເຮົາຕ້ອງມອດໂທລະສັບກ່ອນເຂົ້າໂບດ. *We must **turn** our phones **off** before entering the church.*

Note: *ປິດ and ອັດ/ງັບ can be used interchangeably. However, listen to how a native speaker uses them and then mimic them. It all depends on regional origin or personal preference.* ມອດ *should only be used with lights, TV's, computers, radio or electronic devices.*

Additional Examples:

ຂໍມອດທີວີເພື່ອເຮົາສາມາດສອນເຈົ້າໄດ້ບໍ່? *Can you please **turn off** the TV so we can teach you?*	ບະລາເດີແສງຊິອະທິຖານເປີດໃຫ້ເຮົາ. *Brother Sang will give us an **opening** prayer.*
ຖ້າເຮົາຢາກເປັນສານຸສິດຂອງພຣະເຢຊູຄິດເຮົາຕ້ອງງັບປະຕູຕໍ່ບາບ. *If we want to be disciples of Christ, me must **close** the door on sin.*	ການໃຫ້ພຣະວິນຍານເຂົ້າມາໃນຊີວິດເຈົ້າປຽບເໝືອນການໄຂຂວດນ້ຳກິນ,ມີແຕ່ເຈົ້າໄຂໄດ. *Letting the spirit into your life is like **opening** a bottle of water and drinking it, only you can open it.*

Actions

Activities (see answers on p. 234)

Learn on Your Own

A. Fill in the Blanks

Below are sentences with the proper **open** and **close** left out. Read the sentence and use the correct forms of **open** and **close** according to the context to complete the sentence. Check your answers in the back.

1. ຖ້າເຈົ້າຈ່າຍເງິນສ່ວນສິບພຣະເຈົ້າຊິ____ປະຕູສະຫວັນແລະ ອວຍພອນເຈົ້າ.
2. ເມື່ອເຂົາ____ປະຕູຂຸມຝັງສົບຂອງພຣະເຢຊູຄິດ,ເຂົາບໍ່ໄດ້ ເຫັນພຣະອົງເລີຍ.
3. ເມື່ອເຮົາອະທິຖານເຮົາ____ໃນພຣະນາມຂອງພຣະເຢຊູຄິດ.
4. ການ____ໃຈເຮົາຕໍ່ການເປີດເຜີຍຄືການຖິ້ມຄວາມຊ່ວຍຈາກ ພຣະເຈົ້າ.
5. ຂໍບໍ່ໃຫ້____ໄຟຂອງປະຈັກພະຍານຂອງເຮົາເພາະເຮົາອາດ ຈະເສຍມັນໄປ.
6. ພຣະວິນຍານບໍລິສຸດ____ໃຈເຮົາບໍ່ໄດ້ຖ້າເຮົາຍໍ່ຍາກ.

B. Translation

Translate the following sentences using the correct forms of the words **open** and **close**.

1. During an apostasy the heavens are closed because we have no prophet.
2. Joseph Smith helped open the door of revelation again to the whole world.
3. Disobedience closes the door to blessings promised to us.
4. Can you turn off your cell phone before we teach you?
5. Covenants are keys that open the doors to God's power.
6. God commands missionaries to open their mouths.
7. We must close the door on our old life and open a door to Christ.
8. Principles are learned quickly when we have an open heart.
9. God has promised that when obtain his word first, our hearts will be opened to the Spirit.

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ກະລຸນາໄຂໃຈຮັບພຣະວິນຍານເມື່ອເຮົາສອນເຈົ້າ.
   Please open your heart to the spirit while we teach you.
2. ຖ້າເຮົາຢາກເຫັນພຣະຫັດຂອງພຣະເຈົ້າໃນຊີວິດຂອງເຮົາເຮົາ ພຽງແຕ່ຕອງໄຂຕາຂອງເຮົາ.
   If we want to see the hand of God in our lives, we need only open our eyes.
3. ພຣະຄຳພີແມ່ນວິທີໜຶ່ງທີ່ເຮົາສາມາດເປີດປະຕູແຫ່ງຄວາມເປີດ ເຜີຍ.
   Scriptures are one way we can open the door of revelation.
4. ເຮົາຊິຢຸດບົດຮຽນນີ້ໂດຍໃຫ້ຄຳໝັ້ນສັນຍາ.
   We will end this lesson with a commitment.
5. ເມື່ອເຈົ້າອະທິຖານຈົ່ງປິດສິ່ງດຶງດູດຄວາມຄິດດັ່ງເຊັ່ນທີວີ,ວິທະຍຸ ແລະໂທລະສັບ.
   When you pray, turn off any distractions like the T.V., radio, and cell phone.
6. ຂໍເຈົ້າອະທິຖານແລະໄຂຈິດວິນຍານຂອງເຈົ້າຕໍ່ພຣະວິນຍານໄດ້ ບໍ?
   Will you pray and open your soul to the spirit?

D. Error Correction

Each sentence is either correct or has one error. Write down the correct form of the sentence or say it to your companion, and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today which use the correct form of the word.

1. ເມື່ອເຮົາເປີດໃຈຂອງເຮົາຕໍ່ພຣະເຈົ້າ,ພຣະອົງຊົນຳພາເຮົາ.
2. ໂຢເຊັບສະມິດເປີດປ່ອງຢ້ຽມແຫ່ງສະຫວັນໃຫ້ເຮົາສາມາດຮັບ ການເປີດເຜີຍ.
3. ຂອ້ຍຊິອັດກອງປະຊຸມໂດຍອະທິຖານປິດ.
4. ຂໍປິດພຣະຄຳພີແລະຟັງປະສົບການຂອງຂອ້ຍ.
5. ຢ່າອັດປະຕູແຫ່ງວິນຍານຂອງເຈົ້າ.
6. ເມື່ອເຈົ້າສຶກສາພຣະຄຳພີຂໍມອດສິ່ງທີ່ເຮັດໃຫ້ເຈົ້າຟັງບໍ່ຄັກ.

E. Scripture Activity (~20 min.)
Look up these scriptures to see how this grammar principle is used. Write down an explanation for each which tells why the form used was used.

1 Kings 6-7
Ezekiel 37:12-13
Isaiah 29:10

F. Language Study Plan Activities (~20 min. each)

1. "Learn grammar," bullet 1. There are three ways to say **close** and two for **open** so it is important to know when and how to use them. Study this grammar principle and the scriptures to see how the grammar is used. Make sentences so you can see the pattern with the grammar.
2. "Actively listen" bullet 3. Listen carefully for the different uses of this grammar principle. Listen to how a native speaks and take notes of how and when they use it.

Learn with Your Companion

G. Church Translation Activity (~20 min.)
As a missionary, you will have the opportunity to translate during sacrament meeting. Practice opening and closing a meeting with your companion. Remember to use **open** and **close** correctly. Practice it slowly at first, then after a couple of times practice speaking faster.

H. Companionship Roleplay Activity (~15 min. each)
With your companion, one of you take the role of a missionary and the other an investigator. Role-play that you are teaching the investigator using Moroni 10:3-5. Explain what we must do to open our hearts to receive the Holy Ghost. Also explain what kinds of things might close our hearts to the influence of the Spirit. Leave a commitment with the investigator related to opening their heart to the Spirit. Switch roles and re-practice.

Learn with a Native Speaker

I. "Open Heart" Lesson (Preparation ~15 min. - Lesson ~30 min.)
Identify an inactive member in your area and schedule a time to visit them. Plan a lesson on humility and keeping our hearts open to the spirit. Discuss concerns they have and ways that you could help them. Make sure to use this grammar principle properly. For example, talk about having an open heart and not closing it off to the spirit.

J. Book of Mormon Lesson Activity (Preparation ~15 min. - Lesson ~30 min.)
Identify an investigator in your area, and choose a portion of the Book of Mormon to read with them during your next appointment that would best help them according to their needs. In preparation, turn to Chapter 10 of *Preach My Gospel* to the section entitled "Use Scriptures" and to Chapter 5 to the section, "How Should You Use the Book of Mormon." Work on these two teaching skills while helping the investigator gain a love for the scriptures and a better understanding of the spirit. In the process of reading and teaching, make sure to use this grammar principle correctly.

Learn with Your District

K. District Roleplay Activity (~30 min.)
The purpose of this activity is to help the missionaries in your district know how to better prepare their investigators for church. An investigator may be nervous about attending church for the first time, because they do not know what they will be doing there or what they need to bring with them. Together as a district, discuss the things that you should tell your investigators to help prepare them for church including what to wear, what to bring, the various meetings, and the people. Group the missionaries into pairs and have them practice preparing their investigators for church. Remind them to focus on using the grammar correctly. Have them switch roles so that everyone has the opportunity to be a missionary and an investigator and re-practice.

Verbs of Locomotion

Examples from *Vocabulary and Phrases*

ເຮົາຊິຂັບລົດໄປໂບດ.	We will **drive** to church.
ຕາມປົກກະຕິເຮົາອອກໄປຈາກໂບດສາມໂມງບ່າຍ.	Normally we **leave** the church at 3:00 in the afternoon.
ເຮົາເຊີນພຣະວິນຍານບໍລິສຸດມາໂດຍການອະທິຖານ.	We invite the spirit **to come** by praying.

Explanation

ໄປ,ມາ

24a ໄປ and ມາ are the verbs **to go** and **to come**, respectively. In order to express how you will go to or arrive at a location, these two verbs should be used after the verb which describes how you are traveling.

Grammar: S + (mode of transportation) + ໄປ/ມາ + O

Examples:

ແອມມ່ານຍ່າງໄປສອນຊາວເລມັນຢູ່ເຂດມໍຣະດົກທຳອິດຂອງເຂົາ. *Ammon **walked** to the land of their first inheritance to teach the Lamanites..*	ນີໄຟແລະພວກອ້າຍຂອງເພິ່ນກັບຄືນໄປຫາເຈລູຊາເລັມທີ່ຈະເອົາບັນທຶກ. *Nephi and his brothers **returned** to Jerusalem to get the plates.*
ເຮົາຂີ່ລົດຖີບມາທຸກມື້ເພື່ອເຫັນວ່າເຈົ້າເປັນແນວໃດ. *We **ride** our bikes here everyday to see how you are doing.*	ອະທິການຊິຂັບລົດມາຮັບເຈົ້າເພາະເພິ່ນຢາກຮັບໃຊ້ເຈົ້າ. *The bishop is **driving** to come pick you up, because he wants to serve you.*

ເຂົ້າ,ອອກ

24b Along with ໄປ and ມາ, there are two other words to express entering and leaving (ເຂົ້າ,ອອກ). These words mean **enter** and **leave** respectively. These two words are used the same way as ໄປ and ມາ. However, combined with ເຂົ້າ and ອອກ, ໄປ and ມາ can be used to say you are entering or leaving a place.

Grammar: S + ເຂົ້າ/ອອກ + ໄປ/ມາ + O or S + V (mode of transportation) + ໄປ/ມາ + O

Examples: S + ເຂົ້າ/ອອກ + ໄປ/ມາ + O

Note: There are some instances where a speaker might place the object of the sentence before ໄປ/ມາ. This doesn't change the meaning, but you will need to listen to native speakers in order to determine when this is appropriate. Example: ລີໄຮແລະຄອບຄົວຂອງເພິ່ນອອກຈາກເຈຣູຊາເລັມໄປ.

ເຮົາຕ້ອງມີຄວາມຖ່ອມຕົວກ່ອນພຣະວິນຍານຈະເຂົ້າມາໃນໃຈຂອງເຮົາ. *We need to be humble before the Spirit will **enter** into our hearts.*	ໂຢເຊັບສະມິດໄດ້ເຂົ້າໄປໃນປ່າເພື່ອອະທິຖານ. *Joseph Smith **entered** the forest to pray.*
ລາຊະໂຣເອີ້ຍອອກມາເຖີດ!. *Lazarus, come **forth**!*	ເມື່ອຂ້ອຍອອກມາຈາກພຣະວິຫານຂ້ອຍຮູ້ສຶກສະຫງົບ. *When I **leave** the temple I feel at peace.*

Examples: S + V (mode of transportation) + ເຂົ້າ/ອອກ + O

ແຊມິວເອລໄດ້ເຂົ້າໄປໃນເມືອງໂດຍທາງອື່ນ. *Samuel **entere**d the city by another way.*	ຫລັງຈາກຂຶ້ນອອກມາຈາກນ້ຳ,ເຈົ້າຊິເລີ່ມຕົ້ນຊີວິດໃໝ່. *After coming **out** of the water, you will begin a new life.*
ເຮົາບໍ່ຄວນຢ້ານຍ່າງອອກຈາກໜັງທີ່ບໍ່ເໝາະສົມ. *We should not be afraid to walk **out** of movies that are not appropriate.*	ຂ້ອຍເຂົ້າໂບດແລະຮູ້ສຶກພຣະວິນຍານທັນທີ. *I **entered** the church and immediately felt the spirit.*

Activities (see answers on p. 235)

Learn on Your Own

A. Fill in the Blank
Fill in the sentence with the correct word. Check your answers.

1. ພວກຜູ້ສອນສາດສະໜາເດີນ____ ທົ່ວໂລກເພື່ອຢາຍຂ່າວປະເສີດ.
2. ເມື່ອອາບລາຮາມຍ່າງ___ເທິງພູເພື່ອບູຊາຍັນໄອເສັກເພີ່ນໄວ້ວາງໃຈໃນພຣະເຈົ້າ.
3. ພຣະເຢຊູຄິດຊົງໄດ້ສະເດັດ____ເພື່ອໄຖ່ບາບຂອງເຮົາ.
4. ເຮົາຕ້ອງຍອມໃຫ້ພຣະວິນຍານ____ມາໃນໃຈຂອງເຮົາ.
5. ເມື່ອເຮົາ____ໄປຈາກພຣະວິຫານເຮົາໄດ້ຮັບສັນຍາວ່າເຮົາສາມາດຕໍ່ຕ້ານຊາຕານ.
6. "ບໍ່ແມ່ນສິ່ງທີ່____ໄປໃນປາກນັ້ນທີ່ເຮັດໃຫ້ມະນຸດຊົ່ວມົວໝອງແຕ່ແມ່ນສິ່ງທີ່____ມາຈາກປາກນັ້ນແຫລະທີ່ເຮັດໃຫ້ມະນຸດຊົ່ວມົວໝອງ" Matthew 15:11

B. Translation
Translate the following sentences using verbs of locomotion.

1. After death we enter the spirit world.
2. Jesus Christ came to earth to be an example for us.
3. God and Jesus Christ appeared to Joseph Smith.
4. The people of Ammonihah kicked Alma out of the city.
5. If we are faithful, we will return to God's presence.
6. Thank you for allowing us to enter your home.
7. The children of Israel traveled in the wilderness for 40 years because they didn't listen to the prophet.
8. Peter was able to walk on the water when he focused on Christ.
9. I feel the Spirit when I enter the church.

C. Common Errors
Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section.

1. ພວກເຮົາຂີ່ລົດຖີບຢູ່ນີ້.
2. ຜູ້ນຳສາດສະໜາຈັກເຫາະຢູ່ທົ່ວໂລກເພື່ອສອນຄົນ.
3. ເມື່ອພຣະເຢຊູສະເດັດອີກ,ຊາຕານຊິບໍ່ມີອຳນາດເລີຍ.
4. ເມື່ອເຮົາອອກໂບດເຮົາຕ້ອງເປັນຄົນດີກ່ວາເກົ່າ.
5. ເມື່ອພຣະເຢຊູໄດ້ສິບສອງປີພຣະອົງໄປໃນພຣະວິຫານສອນປະໂລຫິດ.
6. ເມື່ອເຮົາເຮັດບາບພຣະວິນຍານຈະໜີຈາກເຮົາ.

D. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence or say it to your companion, and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today which use the correct form of the word.

1. ບາງເທື່ອພຣະວິນຍານເຕືອນໃຫ້ເຮົາອອກໄປຈາກບ່ອນໃດບ່ອນໜຶ່ງ.
2. ແອລມາຕ້ອງເຂົ້າເມືອງໂດຍທາງອື່ນ.
3. ເມື່ອເຮົາອ່ານພຣະຄຳພີເຮົາຮູ້ວ່າເຮົາຕ້ອງເດີນໃສ່ໃນຊີວິດນີ້.
4. ທຸກຄົນທີ່ເຂົ້າມາໂລກນີ້ມີໂອກາດເລືອກພຣະເຢຊູຄິດ.
5. ອາດາມແລະເອວາໄດ້ຖືກຂັບໄລ່ອອກໄປຈາກສວນເອເດັນ.
6. ຈຸດປະສົງຂອງຂ້ອຍຄືພາຄົນອື່ນສູ່ພຣະເຢຊູຄິດ.

E. Scripture Activity (~20 min.)
Read the following scriptures to see how this grammar principle is used. Write a summary of each verse in your own words, using this grammar principle in the same way it is used in the scriptures.

John 14:6
2 Nephi 31:9, 17-18
Luke 10:30-37 (story of the Good Samaritan)

F. Language Study Plan Activities (~15 min.)

1. "Memorize vocabulary and phrases," bullet 1. Identify vocabulary and phrases that use this grammar principle. Often the words in this grammar principle go together in sentences, so learn short phrases that you can use as you teach.
2. "Ask others to help you," bullet 2. As you try to use the grammar principle, ask your companion as well as native speakers to correct you and suggest ways to improve.

Learn with Your Companion

G. Planning Activity (~15 min.)
Look through your plans for today and discuss with your companion how you will get to these various places. Focus on using the verbs of locomotion correctly while planning the most effective way to get to all of your activities on time.

Learn with a Native Speaker

H. Appointment with a Member (~30 min.)
Set an appointment with a native speaker who is a member. In the lesson, ask them how they came to America and compare that to how the Lord prepared them to receive the gospel. Share 2 Nephi 1:5-6 in the lesson. During the lesson, focus on using the grammar correctly when you ask how they came to America. Pay attention to how they use the grammar principle when they respond.

I. Exodus Lesson (Preparation ~15 min. - Lesson ~30 min.)
Set an appointment to teach an investigator and prepare a lesson about the power of God. In this lesson, share the story of Moses and the Exodus of the children of Israel out of Egypt. As you relate this story, focus on using the verbs of locomotion to describe the movement of the children of Israel and the Egyptians. The purpose of this lesson is to help the investigator build faith in God and his commandments. Ask the investigator periodically if you are using the verbs of locomotion correctly.

J. Baptism Lesson (Preparation ~15 min. - Lesson ~30 min.)
Set an appoinment to meet with an investigator who has decided to be baptized or is preparing to be baptized. Prepare to share a lesson with the investigator about baptism and the physical/spiritual sides of the ordinance. Go over the baptismal covenant and commitments. Describe the ordinance and show how it is done, while focusing on using the verbs of locomotion correctly.

K. Church Tour Activity (Preparation ~15 min. - Tour ~20 min.)
Identify one of your investigators who has not yet attended church and set up a church tour for them. Plan out the areas of the church that you would like to show them and what you will say. Prepare to describe the purpose of each meeting using these verbs of locomotion.

Learn with Your District

L. District Discussion (~30 min.)
Discuss as a district "The Power of the Spirit in Conversion" from Chapter 4 of *Preach My Gospel*. Focus on what you must do to help the investigator allow the Spirit to enter into his/her heart. Discuss ways that the spirit can come and leave and your role in helping the spirit to come.

Adverbs

Examples from *Vocabulary and Phrases*

He can study very **effectively.**	ลาวสามาดสึกสายย่างได้ผึนดี.
We are **spiritually** strong.	พวกเฮาม่ีความเข้ึมแขวงทางอ่ินยาน.
Jesus taught very **clearly**.	พระเยซูได้สอนย่างแจ่มแจ้ง.
Everyone will die **physically**.	ทุกคนจ่ีตายทางธาวกาย.

Explanation

An adverb describes a verb. Things can be done **easily**, **kindly**, **seriously**, **quickly,** etc. They describe how an action is performed. You can change either an adjective or a noun into an adverb. You would use ย่าง or ทาง, respectively.

ย่าง

Use ย่าง when you want to change an adjective such as **fast** or **smart** to the adverbs **quickly** or **intelligently**.
When you are just describing an action without including the object that is being acted upon, then you would place ย่าง and the adjective describing the action right after the verb.

25a

Actions

Grammar: S + V + ย่าง + Adj.

Examples:

พระอ่ินยานเว้ายย่างงุบๆ. *The Spirit speaks **quietly**.*	พระเจ้าเฮ็ดวงกายย่างเข้าใจง่าย. *God works **plainly**.*
พระเยซูคิดสอนย่างดีพ้อม. *Jesus Christ taught **perfectly.***	แอวเดิลาดะระเฮ็ดวงกายย่างได้ผึนดี. Elder Khamdara works **effectively**.

When you are describing an action and including the object that is being acted upon, ย่าง is placed after the object being acted upon.

Grammar: S + V + O + ย่าง + Adj

Examples:

เฮาถวมกับใจจากบาบย่างไว. *We should **quickly** repent of our sins.*	แอมมอนได้ฮับใช้กะสัดลาโมไนย่างกาหาน. *Ammon served King Lamoni **courageously**.*
ลาวฮับใช้คินอื่นย่างบ่เห็นแก่ต็อ. *She serves other people **unselfishly**.*	พระเยซูคิดได้ชิดใช้บาบของเฮาย่างคบถ้วน. *Jesus Christ atoned for our sins **completely**.*

*Similar to adjectives, when you repeat the adverb twice it intensifies the description.

เพ่ินเว้ายย่างไว. *He speaks quickly.*	เพ่ินเว้ายย่างไวๆ! *He speaks <u>very</u> quickly!*

Note: Sometimes, when adjectives are used as adverbs, you do not need to use ย่าง. This is often used with very common adjectives such as ดี or เม้ัง. Listen to native speakers for more understanding on how and when to do this.

Examples:

เม่ือสาดสะดาสอนเจ้าตอ้งเฮ็ดใหแม่อ่าเจ้าฟังดีๆ. *When the prophets teach, you need to make sure you listen **well**.*	โมเซเว้าบ่เก่งแต่พระเจ้าชอ่ยเพ่ิน. *Moses **didn't** speak **skillfully**, but God helped him.*

ທາງ

25c

When you want to change a noun to an adverb you would place ທາງ in front of the word. This means **by way of**. Use ທາງ when you want to change nouns such as **world** or **spirit** to the adverbs **worldly** and **spiritually**.

Grammar: S + V + ທາງ + noun.
or
S + V + O + ທາງ + noun.

(The same rules apply to ທາງ as well as ຢ່າງ when the object that is acted upon is mentioned.)

Examples:

ພຣະເຈົ້າຢາກອວຍພອນເຮົາທາງໂລກ. *God wants to bless us **temporally.***	ທຸກຄົນຊິຕາຍທາງກາຍ. *Everyone will die **physically**.*
ການເຊື່ອຟັງຊິອວຍພອນເຮົາທາງໃຈ. *Obedience will bless us **emotionally.***	ເຮົາຂໍສະແດງຄວາມຂອບໃຈໃຫ້ບະລາເດີແສງເປັນທາງການ. *We wish to **formally** express thanks to Brother Saeng.*

Note: You may find small exceptions to each of these rules. For example, the word **continually**/**constantly** may be expressed in many ways including ເລື້ອຍໆ, ເປັນປະຈຳ and ສະເໜີ, none of which requires the use of either of the previously described prefixes.

ໄວ້- A Common Adverb

25d

You will often see the word ໄວ້ following certain verbs in Laotian. This commonly used adverb can have several meanings, but it will most often mean that the verb was performed on the object in a protective or permanent manner.

Grammar: S + V + O + ໄວ້

Ex: Moroni hid the gold plates in a hill.
ໂມໂຣໄນເຊື່ອງແຜ່ນທອງຄຳໄວ້ໃນເນີນພູ.

In this example, the verb ("hid") was performed on the gold plates in a protective manner. A good way to think of this is that the plates were *"hidden away."*

Examples:

ຂໍໃຫ້ເຈົ້າຈົດເລກໂທຂອງເຈົ້າໄວ້ໃຫ້ຂ້ອຍໄດ້ບໍ່? *Could you write your number **down** for me?*	ການກະທຳທັງຫມົດຂອງເຮົາທຸກຄົນໄດ້ຖືກບັນທຶກໄວ້ໃນສະຫວັນ. *All of our actions are recorded (**preserved or kept**) in heaven.*
ສາດສະດາຮັບຄຳສອນຂອງພຣະເຈົ້າຊຶ່ງເພິ່ນຂຽນໄວ້ໃນປຶ້ມສັກສິດທີ່ເຮົາເອີ້ນວ່າພຣະຄຳພີ. *Prophets receive teachings of God which they write **down** in sacred books called scriptures.*	ສາດສະດາຂອງພຣະເຈົ້າແນະນຳວ່າພວກເຮົາຄວນເກັບອາຫານໄວ້ທີ່ຈະລ້ຽງຄອບຄົວຂອງເຮົາເມື່ອເລື່ອງອັນຕະລາຍເກີດຂຶ້ນ. *Prophets of God counsel us to store **(away)** food to feed our families in times of emergency.*

Activities (see answers on p. 235)

Learn on Your Own

A. Create a Sentence
On a separate sheet of paper, create a sentence using the verb and adverb provided. Remember to use the appropriate prefix for adjectives and nouns. Check your answers with your companion. This activity can be done out loud with your companion.

Example: Teach; thoroughly ພຣະຄຳພີສາມາດສອນພຣະປະສົງຂອງພຣະເຈົ້າຢ່າງລະອຽດໃຫ້ເຮົາ.

1. Work; diligently
2. Save away
3. Speak; softly
4. Heal; spiritually
5. Overcome; slowly
6. Record permanently
7. Hurt; physically
8. Teach; powerfully

B. Fill in the Blank
On a separate sheet of paper, write the correct adverb that should go in each blank, using the adjective or noun given. Check your answers.

1. ເຮົາຕອ້ງເວົ້າ___(honest) ກັບຄອບຄົວຂອງເຮົາ.
2. ການອ່ານພຣະຄຳພີ ____ (constant) ຊີ່ຊ່ວຍເຮົາຫລີກລ້ຽງ ການລ໌ລ໋ອງຂອງຊາຕານ.
3. ພຣະວິນຍານບໍລິສຸດເວົ້າ_____(quiet)ໃສ່ຈິດໃຈຂອງເຮົາ.
4. ພຣະເຈົ້າສອນ ____ (clear) ເພື່ອໃຫ້ເຮົາຮູ້ຄວາມຈິງ.
5. ເຮົາສາມາດດຳລົງຊີວິດ ____ (perfect) ໂດຍຜ່ານພຣະເຢຊູຄິດ.
6. ພຣະເຢຊູຢາກໃຫ້ເຮົາໄປຢ້ຽມຄົນທີ່ຖືກຂັງ__(locked away) ໃນຄຸກແລະປອບໂຍນຄົນທີ່ໂສກເສົ້າ.
7. ການມີສັດທາໝາຍຄວາມວ່າເຮົາເຊື່ອຟັງ ____ (brave) ເຖິງ ແມ່ນວ່າເຮົາບໍ່ເຂົ້າໃຈທຸກສິ່ງ.
8. ຂອ້ຍມີຄວາມຄິດ ____ (spirit) ທີ່ຈະຊ່ວຍເຈົ້າ.

C. Translation
On a separate sheet of paper, translate each of the following sentences. Pay attention to word order as well as form. Check your answers.

1. I like teaching the gospel enthusiastically.
2. We must not put our trust in worldly things.
3. God mercifully forgives us of our sins.
4. I pray diligently to have the Spirit.
5. When we obey the commandments, we gain strength spiritually.
6. Always remember that the Spirit will guide you when you live worthily.
7. I want to quickly summarize this principle.
8. Earthly people will not understand the importance of the Gospel.
9. God blesses us temporally and spiritually.
10. We must live the commandments faithfully to receive forgiveness.

D. Common Errors
Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ເຮົາເຊື່ອເຂັ້ມແຂງໃນພຣະເຈົ້າແລະພຣະກິດຕິຄຸນຂອງພຣະອົງ.
   We strongly believe in God and His gopel.
2. ການອະທິຖານເຮັດໃຫ້ເຮົາເຂັ້ມແຂງຂຶ້ນວິທີວິນຍານ.
   Prayer strengthens us spiritually.
3. ເຮົາຄວນແບ່ງປັນຄຳປາໃສຂອງເຮົາໄວຢ່າ.
   We should share our talk briefly.
4. ຜູ້ສອນສາດສະໜາຕອ້ງສອນຄວາມຈິງທາງແຈ່ມແຈ້ງ.
   Missionaries must teach the truth clearly.

E. Error Correction
Each sentence below is either correct or has one error. On a separate sheet of paper, write down the error in each sentence that has one. If the sentence has no error, write “Correct.” Check your answers after you finish.

1. ເມື່ອສະເໜີຄຳໜັ້ນສັນຍາເຮົາຕອ້ງສັນຍາພອນເຈາະຈົງ.
2. ພຣະຜູ້ຊ່ວຍໃຫ້ລອດບອກວ່າເຮົາຕອ້ງອະທິຖານເລື້ອຍໆ.
3. ຖ້າເຮົາຕິດຕາມໂລກາເຮົາຊິເຊື່ອຟັງຊ້ຳໆ.
4. ພຣະວິນຍານບໍລິສຸດຕິດຕ່ຳນຳເຮົາໂດຍທາງໃຈແລະທາງຄວາມຄິດ ຂອງເຮົາ.
5. ສິ່ງທີ່ສາດສະດາສອນໄວ້ແລ້ວກໍສຳຄັນຫລາຍສຳລັບເຮົາ.
6. ເຮົາຕອ້ງຢ່າງແນ່ນອນວ່າພຣະເຢຊູຄືພຣະຄິດ.

F. Scripture Activities (~20 min. each)
1. Read the following scriptures and write all the adverbs on a separate sheet of paper. Write as many sentences as you can using each adverb. Think about upcoming teaching appointments that you could use these scriptures as you write your sentences.

Enos 1:20	Alma 42:7
Deut 11:22	Alma 11:42

2. Read Helaman 14:30. Notice how the adverb ໄວ້ is used in this scripture. Compare it with the English verse. What meaning does this adverb add to the verb? How could this verse help a person who is unwilling to make the decision to give up a sin or bad habit? How could it apply to your obedience as a missionary? **Note:** The end of this verse is a little bit confusing. The use of ທານ twice in a row is referring to two separate nouns. The first is referring to you, the reader, and the second is referring to God.

G. TALL VP Activity (~40 min.)
Look up a topic you will be teaching today in the Laotian *Missionary Vocabulary and Phrases*. Look through the vocabulary listed and identify all of the adverbs listed. Create as many sentences as you can for them. If there are no adverbs listed, find adjectives and turn them into adverbs that you can create sentences with. Use your sentences to practice teaching your companion as if he or she were your investigator.

Example: Principle: The Great Apostasy
Adjective: ອິນຍານ → Adverb: ທາງອິນຍານ
Sentence: ໂລກບໍ່ມີທານເປີດເຜີຍທາງອິນຍານເມື່ອບໍ່ມີສາດສະດາ.

H. Preach My Gospel Activities (~25 min. each)
1. On page 95 in *Preach My Gospel*, there is a personal study activity that helps you consider the sincerity of your prayers. Go through each point and evaluate how well you are doing while using adverbs. This activity will be more helpful to you if done aloud, but if you feel uncomfortable, it can be done while discussing your companionship prayers.
2. On page 10 of *Preach My Gospel* under the heading "A Successful Missionary," there is a bulleted list of ways to know that you are succeeding in your purpose as a missionary. With your companion, discuss each bullet by saying it in Lao and using an adverb if the original sentece does not have one. Make goals to apply an aspect of successful missionary work in your daily routine.

I. Language Study Plan Activities (~20 min. each)
1. "Memorize vocabulary and phrases," bullet 2. Look and listen for adverbs you have not heard before. Write down the adverbs in a small pocket notebook as you proselyte and look them up during your study time. If appropriate, incorporate them into your speech and teaching.
2. "Learn grammar," bullet 3. In Laotian, adverbs are often placed in a different part of the sentence than the equivalent English sentence. Pick a chapter from the one of the Gospels in the New Testament and read it. As you read, write down each sentence in which you see an adverb used. Compare each of these sentences with the English equivalent and determine if the word order is different.
3. "Ask others to help you," bullet 2. Ask your companion and native speakers to correct your use of adverbs throughout the day.

Learn with Your Companion

J. Lesson Evaluation (~20 min.)
After you finish teaching your next lesson, spend some time evaluating how well the lesson went. Your evaluation should cover: **a)** Did you know and understand the investigator's needs? **b)** How and what did you do to adapt and meet those needs? **c)** Did the investigator come unto Christ, and what evidence did you see if they did or did not? and **d)** Make goals to improve on these points above as well as others that may be applicable. While doing so make sure to use lots of adverbs to describe how effective or ineffective things were during the lesson.

K. Commitment Evaluation (~20 min.)
Go through all of your contacts, new investigators, and progressing investigators in your area book. With your planner open to the commitments, talk with your companion about how these people are doing and how well they have been keeping their commitments. Talk about how they responded to your teaching and commitments using adverb grammar principles. Use the results of this discussion to plan your next lesson with that investigator.

Learn with a Native Speaker

L. Church Lesson (Preparation ~15 min. - Lesson ~30 min.)
Find an inactive member in your area. Prepare a lesson about the blessings of attending church and use adverbs to help the investigator see the specific blessings that come from church attendance. The purpose is to help bring the spirit and see the personal application church can have in his/her life. Be prepared to help them overcome any concerns.

M. Conversion Story (~20 min.)
Share an experience with an investigator of how you came to know the Book of Mormon was true and also share an experience when you were blessed by reading it. By using adverbs, each step of your conversion story will help the investigator relate to you and feel a stronger connection. You may use words like **consistently** or **diligently**.

Learn with Your District

N. District Discussion (~30 min.)
As a district, write a list of concerns that your investigators are having. Then open to page 197 in *Preach My Gospel* under the heading "Promise People Blessings." Discuss the blessings the investigators could receive if they were able to overcome specific concerns. Make sure the blessings you extend are personal to the investigator and will help them see how the gospel will help them. Focus on using the appropriate adverbs to describe the blessings, as well as the concerns.

Tenses: past, present, and future

Examples from *Vocabulary and Phrases*

ພຣະເຢຊູຄິດໄດ້ສິ້ນພຣະຊົນສຳລັບເຮົາ.	Jesus Christ **died** for us.
ພວກເຮົາຊິເຫັນພຣະເຈົ້າຫລັງຈາກຊີວິດນີ້.	We **will** see God after this life.
ຂອ້ຍກຳລັງອ່ານພຣະຄຳພີມໍມອນ.	I am **reading** the Book of Mormon.

Explanation

Laotian, unlike romance languages such as French, Spanish, and Italian, does not require verb conjugation to change the tense of the sentence. Instead, future, past, present, and other tense words are placed in the sentence before the verb to specify the tense of the sentence. However, one thing to note is that once the tense/time period is specified the speaker may choose not to use tense words in additional sentences of the same tense/time period. This can be a little confusing, so it is important to listen for and note the initial tense. See the lesson entitled “Time Expressions” for more of an explanation of this concept. In Laotian, the tenses are broken into the past, present, future, coinciding events, and uncertainty. A few modal verbs have been included in this section so that you can see how likelihood or obligation are expressed as well.

Past Tense

26a

The past tense is used to talk about actions that have occurred. ໄດ້ is sometimes used to indicate that an action occurred in the past, although many times after it has been said once about a given subject it is then omitted. ຫາກຳ is used when an action has just occurred. The action must have occurred within the present day. In Laotian culture, when someone has indicated that they are talking about something that occurred in the past using a time expression (see page 171), people will answer as if they were talking in the present tense and will continue speaking in the present tense.

Grammar: S + ໄດ້ + V + O = past tense

S + ຫາກຳ + V + O = recent past tense (just)

Examples:

ໂຢເຊັບສະມິດໄດ້ແປພຣະຄຳພີມໍມອນ. *Joseph Smith **translated** the Book of Mormon.*	ຂອ້ຍຫາກ່ອ່ານພຣະຄຳພີທີ່ອາດຈະຊ່ອ່ຍເຈ້ົາ. *I **just barely** read a scripture that may help you.*
ເຮົາຫາກໍໄດ້ກັບມາຈາກການປະຊຸມພິທີການບັບຕິດສະມາ. *We **just** got back from a baptism.*	ເຮົາໄດ້ອາໄສກັບພຣະເຈົ້າກ່ອ່ນມາໂລກ. *We **lived** with God before we came to earth.*

Present Tense

26b

The present tense is used to talk about actions that are occuring in the present, including actions that are in progress. There are no particles or words that need to be used to indicate if you are speaking in present tense.

Grammar: S + V + O

Examples:

ເຮົາສອນບົດຮຽນ. *We **teach** a lesson.*	ພຣະເຢຊູຄິດຮັກເຮົາ. *Jesus Christ **loves** us.*

However, there is the ***present progressive*** tense. ກຳລັງຊິ/ຈະ, ກຳລັງ, and ພວມ all mean that you are in process of an action (ກຳລັງ/ພວມ), or you are just about to do something (ກຳລັງຊິ/ຈະ). Example: when you are tracting, the person may be far from the door and they say, “I’m coming!” They are in the process of coming. ກຳລັງຊິ/ຈະ is used to say that they are about to perform the action.

Grammar: S + ພວມ/ກຳລັງ + V + O

S + ກຳລັງຊິ/ຈະ + V + O

Examples:

ຂອ້ຍກຳລັງຊິເຊີນຈັນໄປໂບດ. *I am **about to** invite Chan to church.*	ຂອ້ຍກຳລັງຫາພຣະຄຳພີໃຫ້ເຈ້ົາ. *I **am finding** a scripture for you.*

ເຮົາກຳລັງຊິສອນຜູ້ສົນໃຈຂອງເຮົາ. *We are **about to** teach our investigator.*	ເຮົາພວມຕຽມແຜນບົດຮຽນ. *We **are preparing** a lesson plan.*

Future Tense

26c

The future tense is used to talk about actions that have not occurred but will or may occur. ຊິ and ຈະ are used to indicate an action that will occur in the future even if it is in one minute from the present moment. ຊິ and ຈະ can be used interchangeably, but ຊິ is most often used when speaking and ຈະ for writing. They both mean **will**.

Grammar: S + ຊິ/ຈະ + V + O

Examples:

ພຣະເຈົ້າຊິມອບລາງວັນໃຫ້ແກ່ເຮົາຕາມການກະທຳແລະຄວາມປາດຖະໜາຂອງເຮົາ. *God **will** reward us according to our works and desires.*	ເຮົາຊິມີຄວາມສຸກເມື່ອເຮົາຮັກສາພຣະບັນຍັດ *We **will** be happy when we keep the commandments.*
ເຮົາຈະອະທິຖານໃຫ້ເຈົ້າ. *We **will** pray for you.*	ຂອ້ຍຮູ້ວ່າພຣະວິນຍານບໍລິສຸດຈະຕອບຄຳອະທິຖານຂອງເຈົ້າ. *I know that the Holy Ghost **will** answer your prayers.*

Actions

Coinciding Events

26d

This form is used when two different subjects are performing an action at the same time. For example, in Matthew 20: 29 we read, "And as they departed from Jericho, a great multitude followed him." These two different groups mentioned, the apostles with Jesus and then the multitude, both performed an action at the same time. There are two ways most often used to express this form of language: ພໍ and ຂະນະທີ່. The first can be translated to **as** and the second **while**, although they can be used interchangeably.

Grammar: ພໍ/ຂະນະທີ່ $S_1 + V_1 + S_2 + V_2$

Examples:

ຂະນະທີ່ພຣະເຢຊູກັບພວກສາວົກຂອງພຣະອົງຈາກເມືອງເຢລິໂກໄປນັ້ນຝູງຊົນຢ່າງຫລວງຫລາຍໄດ້ຕິດຕາມພຣະອົງໄປ. *And **as** they departed from Jericho, a great multitude followed him.*	ພໍນີໄຟລັກເຂົ້າໄກ້ບ້ານຂອງເລບັນເພິ່ນຈຶ່ງເຫັນເລບັນນອນແຜ່ຢູ່ກັບພື້ນດິນ. ***As** Nephi crept close to Laban's house, he saw Laban lying on the ground.*
ຂະນະທີ່ພຣະເຢຊູຊົ່ງສອນຜູ້ຄົນໃຫ້ເຮັດຄວາມດີຢູດາອີດຊະກາລີໂອດໄດ້ທໍຣະຍົດຕໍ່ພຣະອົງ. ***While** Jesus was teaching the people to do good, Judas Iscariot betrayed Him.*	ພໍ່ພວກເຮົາອອກບ້ານໄປເຜີຍແຜ່ສາດສະໜາແອວເດີສອງຄົນນັ້ນເລີ່ມວາງແຜນປະຈຳອາທິດ. ***As** we left the house to proselyte, those two elders started their weekly planning.*

Uncertainty

26e

Uncertainty is not necessarily a tense, but is a form that is used often in both English and Laotian. For example, "Being a missionary would probably be very hard." In Laotian, the words ຄືຊິ, and ຄົງຈະ are used to express this form of language. ອາດຈະ is also used to express uncertainty. It is the English equivalent to **may** or **might** as in the following example: "The Spirit may not answer the way you expect."

Grammar: S + V + ຄືຊິ + Adj **or** S + ຄືຊິ/ຄົງຈະ + V + O

S + ອາດຈະ + V + O

Examples:

ການເປັນຜູ້ສອນສາດສະໜາຄືຊິຍາກຫລາຍ. *Being a missionary **would probably** be very hard.*	ສັນຍາອາດຈະບໍ່ຮູ້ຖ້າຫາກພຣະເຈົ້າຢູ່ຫລືບໍ່. *Sanya **may** not know that the God exists.*

ການຕິດແສດຄືຊິເຮັດໃຫ້ເສຍໃຈຫລາຍ. *Addiction **seems like** it would make one very sad.*	ທອງຄົງຈະຮັກສາຄຳໝັ້ນສັນຍາຂອງເພິ່ນ. *Thong **will probably** keep his commitment.*
ຂ້ອຍຄິດວ່າເຮົາອາດຈະຕ້ອງເຊົາຢ່າມແກວ. *I think that we **may** need to stop visiting Keo.*	ແມ່ບຸນຄືຊິໄປໂບດມື້ນີ້. *Mae Bun **will probably** go to church today.*

Modal Verbs

As mentioned in the section heading, modal verbs are verbs which express likelihood, possibility, or obligation. Some modal verbs in English include: **shoud**, **ought to**, **likely to**, **must**, **can**, etc.

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Laotian	English	Sentence Stucture	Examples
ຕ້ອງ	need to, must	S + ຕ້ອງ + V + O	ເພື່ອມີສຸກະພາບດີເຮົາຕ້ອງຮັກສາທັງຮ່າງກາຍແລະຈິດວິນຍານຂອງເຮົາ. *In order to be healthy we **need to** maintain our bodies as well as our spirits.*
ເພິ່ງ/ຄວນ	ought to, should	S + ເພິ່ງ + V + O or S + ຄວນ + V + O	ກະສັດເບນຈະມິນສອນວ່າເຮົາຄວນໃຫ້ບໍຣິຈາກແກ່ຄົນທຸກ. *King Benjamin taught that we **should** give alms to the poor.*
ສາມາດ	*can, able to	S + ສາມາດ + V + O	ໂດຍຜ່ານພຣະເຢຊູຄິດເຮົາສາມາດໄດ້ການອາໄພບາບ. *Through Jesus Christ we **are able to** receive a remission of our sins.*

***Note:** ໄດ້ also means **can**, **able to**, but due to the difference in grammar placement and uses it is explained in another section. See the lession entitled "Can, to be able to" for more explaination on how to use ໄດ. It can also mean **to receive**.

Actions

Activities (see answers on p. 235)

Learn on Your Own

A. Translation

Translate the following phrases on a separate sheet of paper. Remember to use the correct tense particle. Check your answers.

1. Ammon taught the Lamanites.
2. I know that God will comfort you.
3. Going to conference would be a great experience.
4. How did you feel when you were baptized?
5. Are you reading the Book of Mormon?
6. I just finished praying.
7. I just had an experience that I want to tell you.
8. Phaeng will probably read the chapter we invited her to read.
9. I'm about to share my testimony with you.
10. Following Satan seems like it would make one sad.
11. God loves us.
12. God sent us to earth to gain a body and to learn.
13. We are able to choose for ourselves whether or not we will follow the Savior.
14. I'm looking for the scripture that I wanted to read to you.
15. Jesus was baptized in the River Jordan.
16. I just read a scripture that I want to share with you.
17. God will bless us with His Spirit when we keep the commandments.
18. As Nephi built the ship, Laman and Lemuel complained.
19. Christ chose twelve apostles to help Him spread the gospel.
20. I know that when you read this scripture you will have a feeling of security.
21. We should try to become like our Heavenly Father while we are here on earth.
22. The Book of Mormon was written by inspired men who listened to God.
23. We are about to go see Sida get baptized at the church.
24. That principle will perhaps help our investigator keep his commitments.

25. I can feel the spirit strongly in your home.
26. Our message will help you deal with the problems that you face in life.
27. Everyone must confess their sins and forsake them.

B. Dialogue

Complete the following dialogue by filling in the blanks with the correct tense. Check your answers.

ການມີສັດທາໃນພຣະເຢຊູຄິດ

ສອງມື້ກ່ອນ,ຂ້ອຍ(1.)____ອ່ານຂໍ້ໜຶ່ງໃນພຣະຄຳພີເຊິ່ງກ່າວເຖິງພິທີການບັບຕິດສະມາ.ເມື່ອຂ້ອຍອ່ານຂໍ້ນີ້ຂ້ອຍຮຽນວ່າການຮັບບັບຕິດສະມາເປັນຊອງທາງອັນໜຶ່ງທີ່ເຮົາ(2.)____ສະແດງສັດທາໃນພຣະເຈົ້າໄດ. ນອງຊາຍຂອງຂອຍອາຍຸເຈັດປີແລະລາວ(3.)____ ຕຸ້ມຮັບບັບຕິດສະມາ. ລາວຕຸ້ມໂດຍການອ່ານພຣະຄຳພີແລະການອະທິຖານທຸກມື້. ຂອຍຮູ້ວ່າເມື່ອລາວເຖິງອາຍຸແປດປີລາວຈຶ່ງ(4.)____ ຮັບບັບຕິດສະມາໂດຍໃຈຈິງ. ຂອຍກໍຮູ້ວ່າພ້ອກເຮົາ(5.)____ຮັບຂອງປະທານແຫ່ງພຣະວິນຍານບໍລິສຸດຫລັງຈາກຮັບບັບຕິດສະມາແລ້ວ. ຫລັງຈາກນັ້ນເຮົາ(6.)____ມີ່ຄ່າຄອນຕໍ່ໄປຖ້າບໍ່ດັ່ງນັ້ນພຣະວິນຍານຢູ່ນຳເຮົາບໍ່ໄດ.

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ເມື່ອຂອ້ຍຫາກຳຮັບບັບຕິດສະມາຂອ້ຍຮູ້ສຶກສະອາດ.
   I felt clean when I was baptized.
2. ມື້ວານນີ້,ເຈົ້າຊິອ່ານພະຄຳພີບໍ່?
   Did you read the scriptures yesterday?
3. ແອລມາຄືຊິສອນຊາວໂຊລັມກ່ຽວກັບສັດທາ.
   Alma taught the Zoramites about faith.
4. ຊິເຈົ້າມາໂບດວັນອາທິດນີ້ໄດ້ບໍ່?
   Will you come to church this Sunday?
5. ໄດ້ເຈົ້າມັກໂບດບໍ່?
   Did you like church?
6. ເມື່ອພຣະເຢຊູຄິດຊົງໄດ້ສະເດັດມາພຣະອົງໄດ້ສອນ,ໄດ້ປິ່ນປົວຄົນເຈັບປວດແລະໄດຊົດໃຊ້ບາບຂອງເຮົາ.
   When Jesus Christ came to the earth he taught, healed the sick, and atoned for our sins.

D. Error Correction

Each sentence is either correct or has one error. Write down the correct form of the sentence or say it to your companion, and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today which use the correct form of the word.

1. ພຣະເຢຊູຄິດຊົງໄດ້ຕັ້ງສາດສະໜາຈັກຂອງພຣະອົງຂຶ້ນຢູ່ເທິງໂລກນີ້.
2. ພຣະເຈົ້າຊົງໄດ້ຍິນຄຳອະທິຖານຂອງເຮົາ.
3. ເຮົາຊິຖືກາພຣະເຈົ້າພິພາກສາຕາມການກະທຳຂອງເຮົາ.
4. ຂອ້ຍຮູ້ວ່າພຣະເຈົ້າຊິຊ່ອຍເຈົ້າຫາວຽກ.
5. ຊິເຈົ້າອ່ານພຣະຄຳພີມໍ່ມອນໄດ້ບໍ່?
6. ປະສົບການຂອງເຈົ້າຄືຍາກຫລາຍ.

E. Scripture Activity (~30 min.)

1. Turn to Genesis 27 in the Laotian Bible. In the story of Jacob and Esau, several tenses are used. After you have read the story and identified the tenses, complete the following tasks:
   a. Using the future tense, state what each person decided to do at the beginning of the story.
   b. Using the past tense, state what each person did.

F. Language Study Plan Activities (~20 min. each)

1. "Improve your ability to read and write" bullet 4. Practice writing in your mission language. Make sure to use the correct tense particle in the sentences when you write notes or letters in the language.
2. "Actively listen," bullet 1. As mentioned previously, the tense particle is not always placed in every sentence after the time period has been identified. Listen carefully to native speakers, and identify the time period. Then notice how often they use the tense particle and under which conditions. Imitate what you hear.
3. "Ask others to help you," bullet 3. Ask others throughout the day to correct your use of the tenses and suggest ways in which you could improve. Pay attention to body language or expressions that could identify any confusion that they may have.

Learn with Your Companion

G. Investigator Progress Activity (~15 min.)
Have each companion choose a teaching record of a current investigator. Look over the principles that you have taught and the ones that you will in the near future. Practice making sentences explaining to your companion what you have taught and what you will teach shortly. Remember to focus on using the correct tense in these sentences. After you have each had a chance to do this, look at the commitments and repeat the activity. This time you can use "ກຳລັງ" in reference to commitments that they are currently working on. After you have finished this, take turns asking each other if a particular principle has been taught or will be taught in the future, and take turns answering the questions.

Learn with a Native Speaker

H. Progress Records (~20 min.)
On your progress report for this week write down information about each investigator you are teaching. Include the lessons and commitments you have left with them. As you write down this information say it out loud so your companion can hear. During your progress meeting with the ward mission leader this week, tell him what principles/commitments you have taught your investigators and which principles you will teach them this week. Focus on using the correct tense when referring to past and future lessons. After discussing each investigator, ask your ward mission leader if you used the tenses correctly.

I. "**Come unto Christ" Lesson** (Preparation ~15 min. - Lesson ~30 min.)
As a missionary we need to remember that coming unto Christ may be a slow process, but it is worth the effort. There are many people in your area that need just a little encouragement to help them on the path of progression. Pray and identify a less-active in your area that you would like to visit. Set up an appointment with this person and prepare to share with them a lesson about the process of coming unto Christ. Include in this lesson activities that you did in the past, are currently doing, and will do in the future that will bring you closer to Christ. Ask them similar questions, and commitment them to choose an activity that they will do in the future to bring them closer to Christ. Remember to follow up with them and encourage them along the way.

Learn with Your District

J. Share an Experience (~30 min.)
Ask each missionary to think back on a specific experience that built their faith in Christ, one that they would be willing to share with others. Have them write this experience down on a piece of paper in the language. Then have them hand it to another missionary that is not their companion. Have the other missionary read the experience and focus on whether or not the tenses were used correctly and clearly identified the time period of the experience. Next, allow that missionary to ask 4 follow-up questions about the experience and have the first missionary respond, again focusing on using the correct tense. As a group, choose two sentences whose tenses were unclear and discuss how to fix them.

Changing Verbs into Nouns using ການ, ຄວາມ, ຄຳ, ຂໍ້ and ຂອງ

Examples from *Vocabulary and Phrases*

We will be assigned to a kingdom according to our **works**.	ພວກເຮົາຈະຖືກສົ່ງໄປຫາອານາຈັກທີ່ມອບໝາຍໃຫ້ຕາມການກະທຳຂອງພວກເຮົາ.
Having faith in Christ includes **believing** that He is the Son of God.	ການມີສັດທາໃນພຣະເຢຊູຄິດຮ່ວມດ້ວຍການເຊື່ອວ່າພຣະອົງເປັນພຣະບຸດຂອງພຣະເຈົ້າ.
As we pray daily, God will bless us with **comfort** and **peace.**	ເມື່ອພວກເຮົາອະທິຖານທຸກວັນພຣະເຈົ້າຈະປະທານພອນໃຫ້ແກ່ພວກເຮົາດ້ວຍຄວາມປອບໃຈແລະຄວາມສະຫງົບ.
We end our **prayers** in the name of Jesus Christ.	ພວກເຮົາປິດຄຳອະທິຖານຂອງພວກເຮົາໃນພຣະນາມຂອງພຣະເຢຊູຄິດ.
As we follow the prophet we will learn the **truth**.	ເມື່ອພວກເຮົາເຮັດຕາມສາດສະດາພວກເຮົາຈະຮຽນຮູ້ເຖິງຄວາມຈິງ.
The **gift** of the Holy Ghost will help lead us in this life.	ຂອງປະທານແຫ່ງພຣະວິນຍານບໍລິສຸດຊ່ວຍນຳພາພວກເຮົາໃນຊີວິດນີ້
Missionaries will be effective when they obey the **regulations** of their mission president and of God.	ຜູ້ສອນສາດສະໜາຈະໄດ້ຜົນດີເມື່ອເຂົາເຊື່ອຟັງຂໍ້ກຳໜົດຂອງປະທານເຜີຍແຜ່ແລະຂອງພຣະເຈົ້າ.

Explanation

Many words in Laotian are created by adding a prefix to a verb or an adjective. Doing this takes the meaning of the verb or adjective and changes it to a noun.

Example: prefix + courageous = courage.

The adjective courageous is changed to the noun courage by adding a prefix before the adjective. There are several prefixes that can be placed in front of a verb or adjective to form a noun.

ການ-Action Words

27a

ການ is the prefix that is placed in front of action verbs to change them to nouns of a similar meaning. These nouns can then be placed in a sentence as a subject or a direct object. Placing ການ before a verb changes it to mean "the act of_____ing."

Grammar: S or (ການ + action verb) + V + O or (ການ + action verb)

ການ + Action Verb

Example: ຊ່ວຍ = to help ການ + ຊ່ວຍ = the act of helping or "helping"

Additional Examples:

ໂດຍການຮັກສາພຣະບັນຍັດຂອງພຣະເຈົ້າເຮົາສະແດງຄວາມຮັກຂອງເຮົາຕໍ່ພຣະອົງ. *By **keeping** the commandments, we show our **love** to God.*	ການອ່ານພຣະຄຳພີຊ່ວຍເຮົາເອົາຊະນະຄວາມອ່ອນແອຂອງເຮົາ. ***Reading** the scriptures will help us overcome weaknesses.*
ພວກເຮົາໄດ້ສອນເອື້ອຍນ້ອຍກ່ຽວກັບການມີສັດທາໃນພຣະຄຣິດ. *We taught Noi about **having** faith in Christ.*	ການກັບໃຈຈຳເປັນ. ***Repentance** is essential.*
ການໄປໂບດແມ່ນພຣະບັນຍັດຂໍ້ໜຶ່ງຂອງພຣະເຈົ້າ. ***Going** to church is a commandment of God.*	ພຣະເຈົ້າຊ່ວຍພວກເຮົາຕໍ່ຕ້ານການລໍ້ລວງຂອງຊາຕານ. *God will help us withstand the **temptations** of Satan.*

Note: It is very important to note that while ການ is like putting "-ing" on the ends of words, it DOES NOT mean "in the process of_____." For more information on that principle, see Tenses on page 115.

ຄວາມ-Emotion Words

27b

ຄວາມ is the prefix that is placed in front of adjectives, thinking, or feeling verbs. These nouns can then be placed in a sentence as a subject or a direct object.

Grammar: S or (ຄວາມ + verb/adjective) + V + O or (ຄວາມ + verb/adjective)

ຄວາມ+ Feeling/ Thinking Verb

Examples: ຄິດ = to think ຄວາມ + ຄິດ = (a) thought

ຢ້ານ = to be scared ຄວາມ + ຢ້ານ = fear

ຄວາມ + Adjective

ໃຈດີ = kind ຄວາມ + ໃຈດີ = kindness

Additional Examples:

ພຣະວິນຍານບໍລິສຸດຊ່ວຍພວກເຮົາຮູ້ຄວາມຈິງ. *The Holy Ghost helps us to know **truth**.*	ພຣະເຈົ້າບໍ່ຢາກໃຫ້ເຮົາມີຄວາມຢ້ານ. *God doesn't want us to have **fear.***
ຄວາມອົດທົນແມ່ນຄຸນລັກສະນະຂອງພຣະເຢຊູຄິດ. ***Patience** is a characteristic of Jesus Christ.*	ພຣະເຈົ້າຢາກໃຫ້ເຮົາມີຄວາມສຸກ. *God wants us to have **happiness**.*
ແອວເດີແສງສະຫວັນຢາກແບ່ງປັນຄວາມຄິດທາງວິນຍານ. *Elder Seangsawan wants to share a spiritual **thought.***	ພວກເຮົາຈຳເປັນຕ້ອງມີຄວາມກ້າຫານ. *We must have **courage**.*

ຄຳ-**Written/Spoken Words**

ຄຳ is a prefix placed in front of verbs that involve writing or speaking in a general sense. This prefix usually, but not always, indicates that the noun is in plural form. The noun can then be placed in a sentence as either a subject or a direct object.

27c

Grammar: S or (ຄຳ + writing/speaking verb) + V + O or (ຄຳ + writing/speaking verb)

ຄຳ+ Writing/Speaking Verb

Example: ເວົ້າ = to speak ຄຳ + ເວົ້າ = spoken words

Additional Examples

ເຈົ້າມີຄຳຖາມບໍ່? *Do you have any **questions**/a **question**?*	ຄຳສອນຂອງພຣະເຢຊູຄິດຊ່ວຍເຮົາກາຍເປັນຄົນດີຂຶ້ນ. *The **teachings** of Christ help us become better people.*
ພຣະເຈົ້າຊົງໄດ້ຍິນແລະຕອບຄຳອະທິຖານທຸກຂໍ້ຂອງເຮົາ. *God hears and answers every **prayer.***	ສາດສະດາໃຫ້ຄຳເຕືອນຕໍ່ປາຊາຊົນ. *Prophets give **warning(s)** to the people.*
ກ່ອນຂ້ອຍມາເປັນຜູ້ສອນສາດສະໜາທຸກຄົນຢາກໃຫ້ຄຳແນະນຳກ່ຽວກັບວິທີເປັນຜູ້ສອນສາດສະໜາທີ່ຊື່ສັດ. *Before I came to be a missionary, everyone wanted to give me **advice** about how to be a faithful missionary.*	ພວກເຮົາສາມາດຟັງຄຳເວົ້າຂອງພຣະເຈົ້າຢູ່ກອງປະຊຸມຍິ່ງໃຫຍ່ສາມັນ. *We can hear the **words** of God at General Conference.*

ຂໍ້-**Written/Spoken Words**

ຂໍ້ is another prefix that is often used in front of speaking and writing verbs. The difference between this and ຄຳ is that ຂໍ້ is *usually* used when the noun will be in singular form and in cases where the verb or adjective being modified is referring to a specific instance (although there are exceptions to both these criteria). For example, ຂໍ້ແນະນຳ could be used when talking about the specific piece of advice that your father gave you, whereas ຄຳແນະນຳ could be used to talk about advice in general. This prefix is often used with officially written or spoken things, such as a plaintiffs argument in court. For better understanding of this principle, listen to native speakers.

Grammar: ຂໍ້ + writing/speaking verb

Examples:
The following examples demonstrate how ຂໍ້ changes writing and speaking verbs into nouns. Compare these with the examples for ຄຳ. Note how these examples tend to focus on a singular version of each noun that also tends to be more specific to a particular event.

Actions

ພວກຜູ້ສອນສາດສະໜາໄດ້ຕັ້ງຂໍ້ຕົກລົງເຊິ່ງຢູ່ໃນນັ້ນເຂົາຕັດສິນໃຈວ່າຈະບໍ່ໂຕຖຽງກັບຜູ້ໃດເລີຍ. *The missionaries came to an **agreement** in which they decided that they wouldn't argue with anyone.*	ຖ້າປະທານເຜີຍແຜ່ມີຂໍ້ສະເໜີກ່ຽວກັບການເຮັດໃຫ້ວຽກງານຂອງເຈົ້າມີປະໂຫຍດຫລາຍຂຶ້ນເຈົ້າຄວນເຮັດຕາມ. *If your mission president has a **proposal** about making your work more effective, you should follow it.*
ກ່ອນຂ້ອຍມາເປັນຜູ້ສອນສາດສະໜາພໍ່ຂອງຂ້ອຍໃຫ້ຂໍ້ແນະນຳກ່ຽວກັບວິທີເປັນຜູ້ສອນສາດສະໜາທີ່ຊື່ສັດ. *Before I came to be a missionary, my dad gave me a **piece of advice** about how to be a faithful missionary. (Note how this sentence means that a specific piece of advice was given with regards to how to be a faithful missionary)*	ຖ້າເຮົາມີຂໍ້ຜູກມັດກັບຜູ້ໃດເຮົາຄວນເຮັດຕາມຂໍ້ຜູກມັດນັ້ນ. *If we have an **obligation** to somebody, we should follow that **obligation**.*

ຂອງ-Changing Verbs and Adjectives Into Objects

27d

ຂອງ is a prefix used when changing verbs or adjectives into nouns. This prefix transforms these verbs and adjectives into general objects.

Grammar: ຂອງ + V/Adj
(ຂອງ in this case means "stuff" or "things". So putting it with a verb or adjective makes a noun that performs whatever action or has whatever quality that verb or adjective describes)

Actions

Examples:
The following examples demonstrate how ຂອງ changes verbs and adjectives into nouns. Be sure to note how each word is changed from a verb or adjective in the column on the left to a noun in the column on the right.

Verb/Adjective	Noun
ພວກເຮົາຈັບພຣະຄຳພີມໍມອນໄດ້. *We can **hold** the Book of Mormon.*	ພຣະຄຳພີມໍມອນເປັນຂອງຈັບໄດ້ທີ່ເຮົາສາມາດອ່ານແລະໄຕ່ຕອງ. *The Book of Mormon is a **tangible thing** that we can read and ponder.*
ພວກຂະນ້ອຍຂອບພຣະໄທພຣະອົງທີ່ວ່າພວກຂະນ້ອຍມີອາຫານກິນ. *(We) thank thee that we have food to **eat**.*	ຂໍໃຫ້ພຣະອົງອວຍພອນຂອງກິນເຫລົ່ານີ້ເພື່ອວ່າມັນຈະບຳລຸງລ້ຽງຮ່າງກາຍຂອງພວກຂະນ້ອຍ. *(We) ask thee to bless this **food** that it will nourish our bodies.*

Note: Verbs that use ຂອງ can also be modified by ການ. For example, with the verb **to eat** used above, ການ can be used to make this mean **the act of eating**. ຂອງ can also be used to make it into a general noun for food.

Activities (see answers on pp. 235-236)

Learn on Your Own

A. Change the verbs into nouns
On a separate sheet of paper, change the verb or adjective into the correct noun and tell what the noun means in English. Check your answers.

1. ງາມ
2. ຄິດ
3. ເວົ້າ
4. ສອນ
5. ລອດ
6. ຖາມ
7. ຮັບ
8. ຮັກ
9. ປະທານ
10. ຍົກເວັ້ນ
11. ດີ
12. ຊົ່ວ
13. ກະທຳ
14. ຖືກ

B. Translation

On a separate sheet of paper, translate the following sentences using the correct nouns. Check your answers.

1. The Plan of Salvation gives me hope in this life.
2. How do you think you will know when you have received forgiveness?
3. Jesus Christ's teachings can help anyone.
4. In this story, how did Jesus' way of teaching help the people understand?
5. How can we develop a hatred of sin?
6. I know that what my companion has promised is the truth.
7. The scriptures are our instructions for life.
8. Through the Spirit, we can receive revelation for every aspect of our lives.
9. Knowing God and Jesus Christ and keeping their commandments will bring us happiness.
10. We can compare faith to a difficult-to-find-object that we must diligently seek to find.
11. The prophets can give us warnings of things we can't see.
12. Adam and Eve now know good and evil.

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answers against the ones listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ຂ້ອຍຮູ້ວ່າພຣະຄຳພີມໍມອນເປັນຄວາມຈິງ. ອ່ານຊິຊ່ວຍເຈົ້າຮູ້ສຶກພຣະວິນຍານບໍລິສຸດ.
   I know the Book of Mormon is true. Reading will allow you to feel the Spirit.
2. ເມື່ອມີຄວາມທຸກາທໍລະມານເຮົາສາມາດອະທິຖານຂໍຊ່ວຍແລະການເປີດເຜີຍ.
   During trials we can pray for help and revelation.
3. ຂ້ອຍຮູ້ວ່າເຈົ້າຊິຫາການຕອບຕໍ່ຄວາມຖາມຂອງເຈົ້າເມື່ອເຈົ້າຮັກສາພຣະບັນຍັດ.
   I know that you will find answers to your questions when you keep the commandments.
4. ປະທານຂອງແຫ່ງພຣະວິນຍານເປັນພະຍານເຖິງຄວາມຈິງ.
   The Gift of the Holy Ghost testifies of truth.
5. ພຣະວິຫານພິເສດຫລາຍ. ມັນເປັນບ່ອນທີ່ຂ້ອຍຮູ້ສຶກການຮັກຂອງພຣະເຈົ້າ.
   The temple is very special. That is where I feel God's love.
6. ສາດສະດາໃຫ້ຄຳນຳພາທີ່ຈະຊ່ວຍເຮົາກັບຄືນໄປອາໄສຢູ່ນຳພຣະເຈົ້າອີກ.
   A prophet gives us guidance to help us return to live with God.
7. ພຣະເຈົ້າຊິງເປີດເຜີຍຈິງ. ພຣະອົງຊິງເປີດເຜີຍມັນໂດຍຜ່ານສາດສະດາ.
   God reveals the truth. He reveals it through prophets.
8. ມັນສຳຄັນຫລາຍວ່າເຮົາຮັກສາຄວາມຕົກລົງຂອງເຮົາກັບຄົນອື່ນ.
   It is important that we keep our agreements with others.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ຫລັງຈາກການຮັບພຣະວິນຍານບໍລິສຸດເຮົາຮູ້ສຶກຄວາມຮັກຂອງພຣະເຈົ້າໄດ້ຫລາຍຂຶ້ນ.
2. ເຮົາຕອ້ງເຮັດຄວາມສຶກສາຂອງເຮົາໂດຍຄວາມພາກພຽນ.
3. ການມີຫວັງຊິຊ່ວຍສັດທາຂອງເຈົ້າ.
4. ການເປີດເຜີຍແມ່ນວິທີເຮົາຮຽນຄວາມຈິງ.
5. ໃນພຣະວິຫານເຮົາສາມາດຮູ້ສຶກຄຳສະງົບຂອງພຣະເຈົ້າ.
6. ເຮົາບ່ຄວນຢ້ານການຕາຍ.
7. ພຣະເຈົ້າຕອບຄຳອະທິຖານຂອງເຮົາໃນເວລາທີ່ພຣະອົງເຫັນວ່າເໝາະສົມສຳລັບເຮົາ.
8. ຂອ້ຍຊິອະທິຖານແລະຂໍໃຫ້ພຣະເຈົ້າປະທານເຂັ້ມແຂງໃຫ້ເຈົ້າ.

E. ***Preach My Gospel*** **Activities** (~20 min. each)

1. Open up your Laotian ຈົ່ງສອນພຣະກິດຕິຄຸນຂອງເຮົາ to pp 137-143 and just read the headings. The headings will either have ຄວາມ or ການ. Figure out why they are used the way they are. Explain to your companion why the corresponding prefix was used.
2. Go to page 207 and read the first three paragraphs under "ໃຫ້ຖາມຄຳຖາມ." Identify each time that ການ, ຄຳ, and ຄວາມ are used. Choose two words for each prefix and explain to your companion why each prefix was used for the corresponding word.

F. **Scripture Activities** (~20 min. each)

1. Read Matthew 13:10-17 and figure out why Christ taught in parables. While doing so try to see why ຄຳ is used. After reading this section find a parable to use in your teaching or come with your own to help an investigator understand a principle of the gospel.
2. Read Galatians 5:22-23 that talk about the fruits of the Spirit and pay attention to how ຄວາມ is used to change adjectives and emotional verbs into nouns. When you teach about the Spirit, try using these verses to explain how an investigator will know that God is communicating with them.

G. **Language Study Plan Activities** (~20 min. each)

1. "Actively listen," bullet 5. Think of questions that your investigators or other people commonly ask you about your daily activities, and write them down. Then write how you would answer them using ຄວາມ, ຄຳ, ການ, ຂໍ້ or ຂອງ (if possible). Have your companion or a native speaker check your sentences for correctness.
2. "Memorize vocabulary and phrases," bullet 7. Find sentences that use ຄວາມ, ຄຳ, ຂໍ້, ການ, or ຂອງ in the Vocabulary and Phrases section, the lessons, brochures, etc. Memorize the phrases and set goals to use them. Find other ways to express the same idea in your own words.

Actions

Learn with Your Companion

H. **"Successful Missionary" Activity** (~25 min.)

With your companion, share and write down adjectives and verbs that describe a successful missionary (read chapter 1 of *Preach My Gospel* page 10). Once you have listed the adjectives and verbs use ຄວາມ, ຄຳ, ຂໍ້, ການ or ຂອງ to change some of these words into nouns. Talk about what you would need to do/think/feel/have in order to be a successful missionary and focus on using your newly created nouns. Set a goal to work on one of the attributes of a successful missionary.

I. **Understanding the Spirit** (Preparation ~15 min. - Lesson ~30 min.)

Together with your companion, choose a new investigator you are beginning to teach. If you don't have a new investigator then make plans to find a new investigator. The purpose of this activity is to help your investigator understand how the Spirit feels as they pray and read the scriptures. Prepare a mini-lesson on prayer and feeling the Spirit. Focus on how the Spirit communicates to your feelings and thoughts. Make sure to use ຄວາມ and ຄຳ to describe how the Spirit works. Make a list of the ways that the spirit talks to people and as you continue to meet with them in the future help them identify how the spirit speaks to them.

Learn with a Native Speaker

J. **Baptismal Service Talk** (Preparation ~15 min. - Talk ~10 min.)

You may be asked to give a talk or presentation at a baptismal service, so in preparation for this prepare a short talk about the Gift of the Holy Ghost. Talk about why the Holy Ghost is important. Make sure to use the prefixes from this lesson in your talk. Practice giving your talk to your companion or a member, and have them give you feedback afterwards to see how you used this principle.

Example: ໂດຍຜ່ານພຣະວິນຍານບໍລິສຸດເຮົາສາມາດຮູ້ສຶກຄວາມຮັກ, ຄວາມສະຫງົບ, ແລະຄວາມເມດຕາຂອງພຣະເຈົ້າ.

Learn with Your District

K. **District Discussion** (~40 min.)

All missionaries have or will encounter a person who is apathetic about matters of faith (meaning they do not care). A couple of days before a meeting or appointment, have the missionaries prepare to answer the following questions from investigators: What's the difference between your church and any other church or religion? Aren't all churches true and good? Tell each missionary to study ຄວາມ, ຄຳ, ຂໍ້, ການ and ຂອງ and to prepare to use these words in their answers. The purpose is to help the missionaries to share ideas, scriptures, analogies, principles, and teaching skills to help Laotians overcome this stumbling block. Come together and discuss what everyone has learned.

L. District Teaching Activity (Preparation ~10 min. - Teach ~30 min.)
The Atonement of Jesus Christ is the most important doctrine of the church. Give each companionship ten minutes to prepare a lesson on the Atonement of Jesus Christ. Focus on why we need it, how it can help people, and how we can utilize it in our lives. Make sure to use ຄວາມ, ຄຳ, ຂໍ້, ການ or ຂອງ in its correct form. When you use this principle well, Buddhists will come to understand the Atonement better. After they have prepared their mini-lessons then match companionships together and give each companionship 15 minutes to teach about the Atonement.

Direction of Action

Examples from *Vocabulary and Phrases*

The reformers opened the way **for** the final restoration.	ຜູ້ແກ້ໄຂໃຫ້ດີຂຶ້ນໄດ້ເປີດທາງໃຫ້ແກ່ການຟື້ນຟູສຸດທ້າຍ.
We are responsible **for** our own sins.	ພວກເຮົາຮັບຜິດຊອບຕໍ່ບາບຂອງເຮົາເອງ.
God lives in (**on**) heaven.	ພຣະເຈົ້າອາໄສຢູ່ເທິງສະຫວັນ.
Missionaries' purpose is to invite others to come **unto** Christ.	ຈຸດປະສົງຂອງຜູ້ສອນສາດສະໜາຄືເຊື້ອເຊີນຄົນອື່ນໆໃຫ້ມາສູ່ພຣະຄຣິດ.

Explanation

Laotian is a language of direction. Direction words are used to show the relationship between the receiver and the doer of the action, as well as to show position. The main direction words are listed below, but remember that you may hear others that are not listed, and the definitions below are not all-inclusive. You may hear these direction words used interchangeably according to the speaker's preference or region of origin. You will learn to understand the feel of the words and use them the way that sounds the best.

28a

ແກ່ - unto, at

This word is used when talking about giving objects to someone or an action is being done for someone or something else. Do not get this word confused with ສູ່ which also means **to, toward** but it also means, **go to**, **arrive at, and go stay together**. ສູ່ is the word used to translate, "Come unto Christ."

Grammar: S + V + ແກ່ + O

Examples:

ພໍ່ທີ່ມີຄຸນຄ່າສາມາດໃຫ້ພອນແກ່ສະມາຊິກໃນຄອບຄົວ. *Worthy fathers may give blessings (**unto**) the members in the family.*	ພຣະເຈົ້າໄດ້ເປີດເຜີຍພຣະກິດຕິຄຸນແກ່ອາດາມ. *God revealed the gospel **unto** Adam.*
ພຣະເຈົ້າມອບອຳນາດຂອງພຣະອົງໃຫ້ແກ່ສາດສະດາ. *God gave His power **unto** the prophets.*	ພຣະເຈົ້າຊົງປະທານພອນໃຫ້ແກ່ເຮົາເມື່ອເຮົາເຊື່ອຟັງ. *God will give blessings **unto** us when we obey.*

28b

ຕໍ່ - toward, to connect

This word is used when describing an action being done towards someone or God. Also, this word is used in connecting several objects or intangibles together.

Grammar: S + V + ຕໍ່ + O/Pronoun

Examples:

ເຮົາສາມາດສະແດງຄວາມຮັກຂອງເຮົາຕໍ່ພຣະອົງ. *We are able to show our love **to** God.*	ຫາກວ່າເຮົາຕອ້ງລາຍງານຕໍ່ຜູ້ນຳເຖິງວຽກງານຂອງເຮົາເຮົາຈະພາກພຽນຂຶ້ນ. *If we must account **to** leaders about our work, we will be more diligent.*
ພຣະເຈົ້າແລະພຣະເຢຊູຄຣິດໄດ້ປະກົດຕົວຕໍ່ໂຢເຊັບສະມິດ. *God and Jesus Christ appeared **to** Joseph Smith.*	ແຜນແຫ່ງຄວາມລອດສາມາດໃຫ້ຄຳຕອບຕໍ່ຄຳຖາມຂອງເຮົາ. *The Plan of Salvation is able to give answers **to** our questions.*

28c

ຫາ- to, unto (physical)

This word is used to show physical direction or movement toward a place or a person.

Grammar: S + V + ຫາ + place/person.

Examples:

ເປົ້າໝາຍຂອງເຮົາຄືການກັບໄປຫາສະຫວັນ. *Our goal is to return **to** heaven.*	ຂ້ອຍດີໃຈວ່າເຮົາສາມາດອະທິຖານຫາພຣະເຈົ້າເປັນປະຈຳ. *I'm happy that we can pray **to** God every day.*
ຂ້ອຍມີຄວາມສຸກຫລາຍເມື່ອຜູ້ສອນສາດສະໜາມາຫາຂ້ອຍ. *I'm very happy when the missionaries come **to** me (come visit me).*	ເມື່ອຂ້ອຍອະທິຖານຂ້ອຍສົ່ງຄວາມປາດຖະໜາຂອງໃຈຂຶ້ນໄປຫາສະຫວັນ. *When I pray, I send the desires of my heart up **to** heaven.*

28d

ເທິງ - on top, above

This word is used to talk about objects or people that are either on top of or above something.

Grammar: S + V + ເທິງ + O

Examples:

ພຣະເຈົ້າເປັນພຣະບິດາເທິງສະຫວັນທີ່ຮັກຂອງເຮົາ. *God is our loving **Heavenly** Father.*	ພຣະເຢຊູຄິດຕາຍເທິງໄມ້ກາງແຂນ. *Jesus Christ died **on** the cross.*
ບ້ານຕ້ອງຖືກຕັ້ງຂຶ້ນເທິງພື້ນຖານຂອງຫລັກທຳພຣະກິດຕິຄຸນ. *Homes should be built **upon** the foundations of the principles of the gospel.*	ພຣະເຢຊູຄິດໄດ້ວາງມືໃສ່ເທິງຫົວຂອງອັກຄະສາວົກ. *Jesus Christ laid His hands **upon** the heads of the apostles.*

ເຖິງ - unto, up until, to reach, to attain, about

This word is used to talk about an action that is done up until a certain point or unto someone or something. This is also used as the word **about**. ກ່ຽວກັບ or ເລື່ອງ, which also mean **about/concerning**, can be used too.

Grammar: S + V + ເຖິງ + O

28e

Examples:

ອົດທົນຈົນເຖິງທີ່ສຸດ. *Endure **to** the end.*	ເຮົາຕ້ອງຮຽນຮູ້ເຖິງການຊົດໃຊ້. *We must learn **about** the Atonement.*
ໃນສະໄໝກ່ອນສາດສະດາພຣະຍາກອນເຖິງການກຳເນີດຂອງພຣະເຢຊູຄິດ. *In the past prophets prophesied **concerning** the birth of Jesus Christ.*	ເດັກນ້ອຍບໍ່ຕ້ອງຮັບບັບຕິດສະມາຈົນເຂົາເຖິງອາຍຸແປດປີ. *Children do not need to be baptized until they have **reached** the age of eight.*
ຂໍອ່ານຂໍ້ທີສາມເຖິງຫົກໄດ້ບໍ່? *Will you read verse 3 **till** six?*	ເຮົາຈະຮູ້ສຶກເຖິງຄວາມສະຫງົບຂອງພຣະເຈົ້າໂດຍການກັບໃຈທຸກມື້. *We will feel **of** the peace of God by repenting daily.*

ສູ່- to, towards (mainly used with marriage, family, and religion), go to, arrive at, and go stay together

28f

This words meaning is similar to ຫາ, but it is mainly used in terms of marriage, family, and religion. It also has a physical connotation.

Grammar: S + V + ເຖິງ + O

Examples:

ທຸກຄົນຕ້ອງມາສູ່ພຣະເຢຊູຄິດ. *Every one must come unto Jesus Christ.*	ພວກເຮົາສອນພຣະກິດຕິຄຸນທີ່ຈະຊ່ວຍຄົນອື່ນພົບທາງຊຶ່ງນຳໄປສູ່ສະຫວັນ. *We teach the gospel to help others find the path which leads to heaven.*

ໃສ່- on, on top of, upon, in, inside, at

28g

This form of ໃສ່ is used to direct an action. A verb is needed to differentiate the action and, ໃສ່ defines the direction of the action. Common verbs coupled with ໃສ່ include: ວາງ(to place), ເອົາ(to put), ກອງ(to stack),etc.

Grammar: $S + V + O_1 + ใส่ + O_2$.

Examples:

ຜູ້ສອນສາດສະໜາຫລາຍຄົນຈະເອົາບັດນ້ອຍສິ່ງຕ່ໃສ່ຖົງເສື້ອຂອງເຂົາ.	ໂມໂຣໄນເຊື່ອງແຜ່ນທອງຄຳໄວ້ໃສ່ຫີບທີ່ເຮັດດວ້ຍຫີນຢູ່ເນີນພູຄະໂມຣາ.
*Many missionaries will place pass-along cards **in** their shirt pocket.*	*Moroni hid the gold plates away **in** a stone box at the hill Cumorah.*
ໃນພາບເນຣະມິດຂອງເອຊາຢາ,ທູດສະຫວັນເອົາຖ່ານໄຟແດງກົດໃສປາກຂອງເພິ່ນທີ່ຈະເຮັດໃຫເພິ່ນບໍລິສຸດ.	ພຣະເຢຊູຄິດໄດ້ວາງມືໃສ່ຫົວຂອງອັກຄະສາວົກແລະແຕ່ງຕັ້ງພວກເຂົາໃຫເປັນຕົວແທນຂອງພຣະອົງ.
*In Isaiah's vision, an angel pressed a live coal **to/on** his mouth to purify him.*	*Jesus Christ placed His hands **on** the heads of the apostles and set them apart to be His representatives.*

ໃສ່- To wear (clothes)

Actions 28

This form of ໃສ່ means "to wear" and is used when referring to clothing.

Grammar: $S + ใส่ + O$.

Examples:

ຄົນເຫັນບ່ໄດ້ຈຶ່ງໃສ່ແວ່ນຕາ.	ການໃສ່ເສື້ອຂາວແມ່ນຮີດຂອງຄົນທີ່ດຳລົງຖານະປະໂລຫິດ.
*If you can't see then **wear** glasses.*	***Wearing** a white shirt is the custom of Priesthood holders.*
ຜູ້ສອນສາດສະໜາທຸກຄົນໃສ່ເສື້ອຂາວແລະໂສ້ງຂາຍາວ.	ຕອນອ້ຍຮັບບັບຕິດສະມາອ້ຍຈະໃສ່ເສື້ອຜ້າຂາວ.
*Every missionary **wears** a white shirt and long pants.*	*While you are baptized you'll **wear** white clothing.*

Activities (see answers on p. 236)

Learn on Your Own

A. Fill in the blanks

Place the correct direction of action word to complete the sentence. Check your answers.

1. ຂໍມອບພຣະຄຳພີມໍມອນເຫລັ້ມນີ້ໃຫ້___ປະທານສາຂາ.
2. ມາລີເທນ້ຳຫອມ___ພຣະບາດຂອງພຣະເຢຊູແລ້ວກຳເສັດໂດຍຜົມຂອງນາງ.
3. ພຣະເຢຊູຄິດຍ່າງ___ນ້ຳແລະບັນຊາໃຫ້ພາຍຸແຮງຢຸດ.
4. ພຣະເຢຊູຄິດເປັນທາງທີ່ເຮົາສາມາດຂຶ້ນໄປ___ສະຫວັນໄດ້.
5. ມື້ນີ້ເຮົາຊິສອນເຈ້ົາ___ພຣະວາຈາແຫ່ງປັນຍາແລະພອນທີ່ມາຈາກການເຊື່ອຟັງກົດນັ້ນ.
6. ພຣະເຢຊູຄິດໄປ___ໂຢຮັນບັບຕິດສະໂຕທີ່ແມ່ນ້ຳໂຈດານ.
7. ພຣະເຈ້ົາປະທານຄອບຄົວໃຫ້___ເຮົາເພື່ອຊ່ອຍເຮົາຮຽນວິທີເປັນເໝືອນດັ່ງພຣະອົງ.
8. ລິໄຮຢາກໃຫ້ລູກຕັ້ງໃຈເຊື່ອຟັງພຣະເຈ້ົາເພື່ອວ່າເຂົາເຈ້ົາໄປ____ສະຫວັນນຳກັນໄດ.
9. ເມື່ອເຮົາໄດ້ຄຳຕົນໃຈຈາກສະຫວັນເຮົາຄວນຂຽນມັນໄວ້___ປຶ້ມບັນທຶກ.
10. ຫລັງຈາກໂປນເຫັນພຣະເຢຊູຄິດເພິ່ນເອົາໃຈ_____ພຣະອົງ
11. ຖ້າເຮົາເຮັດບາບເຮົາສາມາດ___ໃໝ່ພັນທະສັນຍານຳພຣະອົງໂດຍຜານການກັບໃຈແລະການຮັບພິທີສິນລະລຶກ.
12. ໂຢຮັນບັບຕິດສະໂຕປະກົດມາຢ້ັມຢາມໂຢເຊັບສະມິດແລະວາງມື___ຫົວຂອງທານ.

13. ເມື່ອເຈົ້າຮັບບັບຕິດສະມາພຣະເຈົ້າຊົງປະທານອຳນາດໃຫ້___ ເຈົ້າເພື່ອໃຫ້ເຈົ້າສຳເລັດຈຸດປະສົງຂອງເຈົ້າ.
14. ເມື່ອເຮົາມີຄວາມທຸກທໍລະມານເຮົາຕອ້ງອົດທົນຈົນ___ ພຣະເຈົ້າເຫັນວ່າເຮົາມີສັດທາ.
15. ຂອ້ຍຊິໂທໄປ___ທ່ານເພື່ອເຫັນວ່າທ່ານຊິມາໂບດຫລືບ່ໍ.
16. ເມື່ອພຣະເຢຊູຄິດຊິມາເປັນເທື່ອທີສອງພຣະອົງຊິ____ ຜ້າສີແດງ.

B. Translation
Translate the following phrases on a separate sheet of paper. Check your answers.

1. Will you read verses 2 to 5? As you read focus on what faith means.
2. Samuel the Lamanite stood on the wall preaching the gospel and he was protected.
3. Our purpose is to invite others to come unto Christ.
4. We need to pray to God to know the truth of the Book of Mormon.
5. Alma went to Ammonihah to preach the gospel.
6. Do you have a tie that our investigator can wear to church?
7. God gave the priesthood to each prophet to lead the church.
8. When we take the sacrament, we should think of the Atonement.
9. You can pray to God and tell Him how you feel.
10. At church we can renew our baptismal covenants.
11. Our families can bring great happiness and peace to our lives.
12. As I read verses 4 to 8, focus on what Nephi did to solve his problem.
13. Alma turned towards the humble Zoramites because they were ready to hear the word.
14. God is upon heaven and He is looking over us every-day.

C. Create a sentence
Listed below are words paired with direction of action words. Form sentences using the two words. Make sure that you use the direction of action word correctly with the word given.

Example: ປາກົດ, ຕ່ໍ
ພຣະຜູເປັນເຈົ້າແລະພຣະເຢຊູຄິດຊົງໄດ້ປາກົດອົງຕ່ໍໂຢເຊັບສະມິດ.

1. ພຣະຄຳພີ, ແກ່
2. ເສື້ອ, ໃສ່
3. ຮາກຖານ, ເທິງ
4. ສະຫວັນ, ເຖິງ
5. ສະຫວັນ, ສູ່
6. ເຮືອນ, ເທິງ
7. ອະທິຖານ, ຫາ
8. ສິດທິການເລືອກ, ແກ່
9. ຫົວ, ໃສ່
10. ຊີວິດ, ແກ່
11. ອວຍພອນ, ເທິງ
12. ຄວາມຍ້ານ, ຫາ
13. ປິດ, ເຖິງ
14. ທອງຄຳ, ແກ່
15. ສາດສະດາ, ຕ່ໍ
16. ພຣະເຈົ້ໍ, ສູ່
17. ຄຳພັນສັນຍາ, ຕ່ໍ
18. ຜູ້ສົນໃຈ, ຫາ
19. ລູກຂອງພຣະເຈົ້ໍ, ແກ່
20. ຄຳສອນ, ເຖິງ

D. Common Errors
Figure out why each sentence is wrong and how it should be corrected. Then check your answers against the ones listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ມື້ນີ້ເຮົາຊິສອນຂອງການຊົດໃຊ້.
   Today we will teach the Atonement.
2. ພຣະເຢຊູຄິດໄດ້ດຳລົງພຣະຊົນທີ່ດີພອ້ມເມື່ອພຣະອົງຢູ່ໃສ່ ໂລກ.
   Jesus Christ lived a perfect life on the earth.
3. ເຮົາຄວນອະທິຖານພຣະເຈົ້າທຸກມື້.
   We should pray to God everyday.
4. ການເປີດເຜີຍຖືກປະທານເຮົາໂດຍຜ່ານພຣະວິນຍານ.
   Revelation is given to us through the Spirit.

5. ຖ້າຜູ້ໃດຜູ້ໜຶ່ງຂາດປັນຍາຜູ້ນັ້ນຈຶ່ງຕ້ອງອະທິຖານແກ່ພຣະເຈົ້າ.
   If anyone lacks wisdom then they need to pray to God.
6. ແຕ່ລະຄົນສາມາດອະທິຖານເຖິງພຣະເຈົ້າ.
   Every one is able to pray to God.
7. ເຮົາຕ້ອງພາກພຽນໃນການອະທິຖານກ່ຽວກັບພຣະຄຳພີ ມໍມອນຈົນເຖິງພຣະເຈົ້າຕອບຄຳອະທິຖານຂອງເຮົາ.
   We must be diligent in praying about the Book of Mormon until God answers our prayer.
8. ຂ້ອຍຢາກຊ່ອຍຄົນອື່ນໆມາເຖິງພຣະເຢຊູຄິດ.
   Through the prophets, we receive revelation for our lives from God.

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ຂໍໃຫ້ພຣະອົງອວຍພອນໃຫ້ແກ່ເຮົາເພື່ອມີຄວາມເຂັ້ມແຂງ.
2. ພຣະຄຳພີສອນຄວາມຮັກຂອງພຣະເຈົ້າ.
3. ເຮົາຕ້ອງມີສັດທາເມື່ອໂລກ.
4. ເຮົາຕ້ອງຄິດເຖິງພຣະເຢຊູຄິດຕະຫລອດມື້.
5. ພຣະບິດາຢາກເຮົາຕິດຕໍ່ນຳພຣະອົງທຸກມື້.
6. ຫລັງຈາກເຮົາຮັບບັບຕິດສະມາເຮົາຄວນສອນພຣະກິດຕິຄຸນຕໍ່ ທຸກຄົນ.
7. ບາງເທື່ອພຣະເຈົ້າປະທານພອນເຮົາໂດຍຜ່ານຄຳຕອບຂອງ ຄຳອະທິຖານຂອງເຮົາ.
8. ກ່ອນເຮົາເກີດຢູ່ໂລກເຮົາອາໄສເທິງສະຫວັນນຳພຣະເຈົ້າ.

Actions

F. Language Study Plan Activities (~20 min. each)

1. "Learn grammar," bullet 2. Choose 10 verbs that you would like to use throughout the day coupled with direction of action words. Then write at least one sentence for each set. Your sentences should be focused on activities you will engage in throughout that day.
2. "Actively listen," bullet 3. Throughout the day listen attentively to native speakers and try to distinguish when they use the direction of action words. Do you use them in the same way?
3. "Ask others to help you," bullet 3. Ask others throughout the day to correct your use of direction of action words and suggest ways in which you could improve.

Learn with Your Companion

G. Preach My Gospel Activity (~30 min.)

Turn to page 182 in the English *Preach My Gospel*. Read "Teach for Understanding." Discuss with your companion what is being taught in this section. Talk about some concerns that your investigators are having and figure out how this section can help your investigators. Open up to your lesson plan and make some adjustments that will help your investigators according to their needs. While doing this, use direction of action words to help one another understand how teaching for understanding can improve your ability to bring others unto Christ.

Learn with a Native Speaker

H. Ward Council Activity (~25 min.)

In ward council, make a fellowship plan for a progressing investigator who is about to get baptized or is preparing to be baptized. Talk about things the leaders and members in the ward can do to help fellowship the soon-to-become member. Discuss with the members the blessings and the effect that each of them will have on the investigator. Through out the process focus on using direction of action words. These words will allow the members to understand how their service will help the investigator to make the new transition into the Church more easily.

Learn with Your District

I. District Discussion (~30 min.)

As a district, read through pages 29-37 in the *Missionary Handbook* that talks about relationships with others. Talk about what are approved and unapproved behaviors of a missionary. After doing so, discuss the positive and negative effects of heeding or disobeying what is written in the handbook. Have everyone focus on direction of action words when discussing the behaviors and effects of obeying and disobeying the rules in this section.

Example: ຖ້າເຮົາບໍ່ໃສ່ເສື້ອຜ້າຂອງຜູ້ສອນສາດສະໜາຢູ່ຕະຫຼາດເຮົາອາດຈະບໍ່ພົບບາງຄົນທີ່ພ້ອມຮັບພຣະກິດຕິຄຸນ.
If we don't wear missionary clothes to the store, we might not meet some people who are ready to receive the Gospel.

Passive Construction ຖືກ,ໄດ້ຮັບ

Examples from *Vocabulary and Phrases*

After the resurrection of Jesus Christ, the apostles **were killed.**	ຫລັງຈາກການຟື້ນຄືນພຣະຊົນຂອງພຣະເຢຊູຄິດອັກຄະສາວົກຖືກຂ້າ.
As a result, Adam and Eve **were cast** from the garden.	ດັ່ງນັ້ນອາດາມແລະເອວາຈຶ່ງໄດ້ຖືກຂັບໄລ່ອອກຈາກສວນເອເດນ.
We **will be judged** according to our works.	ພວກເຮົາຈະຖືກພິພາກສາຕາມການກະທຳຂອງເຮົາ.
The Gospel of Jesus Christ **was restored** through the prophet Joseph Smith.	ພຣະກິດຕິຄຸນຂອງພຣະເຢຊູຄິດໄດ້ຮັບການຟື້ນຟູໂດຍຜ່ານສາດສະດາໂຢເຊັບສະມິດ.

Explanation

Two sentences can be put together differently, but have the same basic meaning.

	Active		Passive
Example:	God **forgives** our sins.	→	Our sins **are forgiven** by God.

The first sentence above is in **active voice** (the subject performs the action) and the second is in **passive voice** (the subject receives the action). The **passive voice** changes the emphasis of the sentence.

The first sentence would be an appropriate answer to the question: “Who forgives our sins?” because it emphasizes God’s role.

The second sentence would be an appropriate answer to the question: “How are our sins forgiven?” because it emphasizes that sins really can be forgiven. To decide whether a sentence is using passive voice or active voice notice whether the subject is the one doing the action or is being acted upon.

Note: The direct object of the active sentence becomes the subject of the passive sentence.

ຖືກ

ຖືກ is used to create a passive sentence. It is most often used in three ways, as shown below.

Grammar: $S_{\text{did the action}} + V + O_{\text{received the action}}$.

The missionaries taught Saeng. ຜູ້ສອນສາດສະໜາໄດ້ສອນແສງ.

(Regular active voice because the subject, “the missionaries,” performed the action by teaching Saeng)

29a **1)** When you are creating a sentence in passive voice where you say the object/person that did the action then you would place the object/person between ຖືກ and the verb.

$S_{\text{received the action}} + \text{ຖືກ} + O_{\text{performing the action}} + V.$

Saeng was taught **by** the missionaries. ແສງຖືກຜູ້ສອນສາດສະໜາສອນ.

29b **2)** When you are creating a sentence in passive voice without saying the object/person that did the action then you would place ຖືກ between the subject and the verb. .

$S_{\text{received the action}} + \text{ຖືກ} + V.$

Saeng was taught. ແສງຖືກສອນ

3) You can also place ໂດຍ between the verb and the person/object performing the action to make it a passive sentence because the subject is not performing the action but is being acted upon.

$S_{\text{received the action}} + \text{ຖືກ} + V + \text{ໂດຍ} + O_{\text{performing the action}}$.

Saent was taught **by** the missionaries. ແສງຖືກສອນໂດຍຜູ້ສອນສາດສະໜາ.

Additional Examples:

ພຣະເຢຊູຄິດຖືກຄົນຊົ່ວຂ້າ. *Jesus Christ **was killed** by evil men.*	ອັກຄະສາວົກຂອງພຣະອົງຖືກຂົ່ມເຫັງ. *The apostles **were persecuted.***
ພິທີການເຫລົ່ານີ້ຖືກປະກອບໂດຍສິດອຳນາດຂອງຖານະປະໂລຫິດ. *These ordinances **were performed** through the authority of the priesthood. **	ຖານະປະໂລຫິດຖືກຟື້ນຟູຢູ່ເທິງໂລກນີ້. *The priesthood **was restored** on the earth.*
ໃນພຣະຄຳພີແຜນຂອງພຣະເຈົ້າຖືກເອີ້ນວ່າແຜນແຫ່ງຄວາມສຸກ. *In the sciptures, God's plan **is called** the Plan of Happiness.*	ໂຢເຊັບສະມິດຖືກຫ້າມບໍ່ໃຫ້ເຂົ້າຮ່ວມສາດສະໜາໃດ. *Joseph Smith **was forbidden** to join any religion.*

*Note that the "S + ຖືກ + O(performing the action) + V" grammar pattern described above was not used because the Priesthood was not performing an action; rather, an action was being performed *through* the Priesthood.

ໄດ້ຮັບ-Receiving Verbs in the Passive Voice

ໄດ້ຮັບ is another form of the passive voice that is used in Laotian which literally means **to receive**. This form of passive voice is most often used when the verb performed on the subject is a calling or choosing of some kind. For example: *Peter, James and John were set apart as Apostles of the Lord Jesus Christ*. This form of the passive voice is also often used when referring to the Restored Gospel, but not always.

29c

Grammar: S + ໄດ້ຮັບ + (ການ*) + V

*ການ is usually placed in front of verbs to change them into nouns that the subject can receive, although it is not always used. ຄວາມ may also sometimes be used.

Actions

Examples:

ຂ້ອຍໄດ້ຮັບການເອີ້ນຈາກພຣະເຈົ້າໃຫ້ເປັນຜູ້ສອນສາດສະໜາ. *I've **been called** by the Lord to be a missionary.*	ບະລາດີສີສະມຸດໄດ້ຮັບແຕ່ງຕັ້ງໃຫ້ເປັນປະທານສາຂາ. *Brother Sisamout **was set apart** as the branch president.*
ຊາວນີໄຟສິບສອງຄົນໄດ້ຮັບການມອບໝາຍທີ່ຈະປະກອບພິທີບັບຕິສະມາ. *Twelve of the Nephites **were commissioned** to administer the ordinance of baptism.*	ສາດສະໜາຈັກຂອງພຣະເຢຊູຄິດໄດ້ຮັບການຟື້ນຟູໃນປີພັນແປດຮ້ອຍຊາວ. *The Church of Jesus Christ **was restored** in the year 1820.*

Activities (see answers on p. 236)

Learn on your Own

A. Translation

Translate the following sentences into Laotian in passive voice using ຖືກ or ໄດ້ຮັບ. Check your answers.

1. The authority was lost after the apostles died.
2. Ordinances are performed in the temple.
3. The gospel is taught to every person.
4. Covenants are made when we are baptized.
5. Doctrine is maintained by the aposltes of the church.
6. Principles are learned as we keep the commandments.
7. The testimonies are written down.
8. Miracles were performed by the followers of Christ.
9. Sins are forgiven.
10. The Church is established upon revelation from God.
11. Blessings are promised to the faithful.
12. Truth is revealed to the honest.
13. Power is given to help us overcome the temptations of the devil.
14. Brother Syta was called as a home teacher.

B. Passive to Active

Each of the sentences below is written in the passive voice. Change each sentence to the active voice. Where necessary, the agent is given in parentheses. Translate the passive form of each sentence to English. Check your answers.

Example: ພຣະກິດຕິຄຸນຖືກສອນໂດຍຜູ້ສອນສາດສະໜາ. → ຜູ້ສອນສາດສະໜາສອນພຣະກິດຕິຄຸນ.
The gospel is taught by the missionaries. → The missionaries teach the gospel.

1. ໂຢເຊັບສະມິດຖືກຂ້າເພື່ອຜະນຶກປະຈັກພະຍານຂອງທ່ານເຖິງ ພຣະກິດຕິຄຸນ. (ເຂົາ)
2. ເຮົາຊິຖືກພິພາກສາຕາມການກະທຳແລະຄວາມປາດຖະໜາ ຂອງເຮົາ. (ພຣະເຈົ້າ)
3. ປະທານໂທມັດມອນຊັນໄດ້ຮັບການເອີ້ນຈາກພຣະເຈົ້າ.
4. ເມື່ອຊາຕານມີອິດຕິພົນໃນຊີວິດຂອງເຮົາ,ເຮົາອາດຈະຖືກມັນຊີ້ ນຳ.
5. ຖ້າເຮົາເຊົາໄປໂບດປະຈັກພະຍານຂອງເຮົາອາດຈະຖືກເສຍ.
6. ຄຳຂຽນຂອງສາດສະດາຖືກບັນຈຸຢູ່ໃນພຣະຄຳພີ.

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answers against the ones listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ພຣະກິດຕິຄຸນໄດ້ສອນໂດຍສາດສະດາ.
   The gospel is preached by the prophets.
2. ແອວເດີຈອນຊັນໄດ້ແຕ່ງຕັ້ງໃຫ້ເປັນຜູ້ສອນສາດສະໜນາ.
   Elder Johnson is set apart as a missionary.
3. ຫລັກທຳເຫລົ່ານີ້ເປັນໄດ້ສອນໃນພຣະຄຳພີ.
   These principles are taught in the scriptures.
4. ລູກໄດ້ສອນໃຫ້ເຊື່ອຟັງ.
   Children are taught to obey.
5. ພອນເສຍຖືກໄປໂດຍຜ່ານການບໍ່ເຊື່ອຟັງ.
   Blessings are lost through disobedience.
6. ພວກອັກຄະສາວົກໄດ້ພຣະເຢຊູຄິດເລືອກ.
   The apostles were chosen by Jesus Christ.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ແຜນຂອງພຣະເຈົ້າຈັດຕັ້ງເພື່ອໃຫ້ເຮົາມີຄວາມສຸກ.
2. ສາດສະໜາຈັກຖືກຈັດຕັ້ງໂດຍອຳນາດຂອງພຣະເຈົ້າ.
3. ເຮົາພຣະເຈົ້າຖືກນຳພາເມື່ອເຮົາມີຄວາມຖ່ອມຕົວ.
4. ອາດາມແລະເອວາຖືກຂັບໄລ່ອອກຈາກສວນເອເດນ.
5. ຖືກອີນັດພຣະເຈົ້າອະໄພບາບເມື່ອເພິ່ນໃຊ້ສັດທາໃນພຣະຄຣິດ.
6. ຄອບຄົວຂອງເຮົາສາມາດຖືກຜະນຶກເປັນນິລັນດອນ.

E. *Preach My Gospel* Activity (~20 min.)

1. Read on page 39 in ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ under the principle entitled “ການປະຖິ້ມຄວາມເຊື່ອທີ່ຍິ່ງໃຫຍ່.” In the last three paragraphs, highlight ຖືກ every time you see it. Go back and re-read to see how the passive form is used. Sum up the principle in your own words using the passive voice used in *Preach My Gospel*.

F. Language Study Plan Activities (~20 min. each)

1. “Learn grammar,” bullet 1. One of the challenges of learning the passive voice is that it can be difficult to determine when a verb is in the passive voice and when it is active. As you read materials in Laotian, such as the scriptures and ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ, pay close attention and try to differentiate between verbs that are in the passive and in the active.
2. “Improve your ability to read and write,” bullet 1. Have your English and Laotian scriptures side by side. As you read in English, try to predict where the passive voice would be used in Laotian. Use your Laotian scriptures to check your answers.
3. “Actively listen” bullet 3. Listen carefully for the passive voice. You will find that natives use it very frequently. Try to imitate natives’ use of the passive voice to make your own speech more natural. You may want to write down verbs and phrases that are frequently used with the passive voice and learn them. Pay attention to when they use the passive when you normally would not. Take notes.

Learn with your Companion

G. Tell an Experience Activity (~30 min.)
Take turns sharing an experience with your companion regarding a physical trial that you went through (broken bone, surgery, accident, etc.). Talk about what happened, how it affected you, what you did to overcome it, and what gospel principle you learned from it. Focus on using the passive voice when sharing your experience. Afterward, consider an investigator or member who would benefit from this experience.

Learn with a Native Speaker

H. Teaching Activity (Preparation ~15 min. - Lesson ~30 min.)
A common concern among Laotians is, "All churches are good. All of them teach good things and are true." Find an investigator in your area who does not understand the difference between the LDS church and every other religion or church in the world. Teach about the apostasy, prophets, and the priesthood. Use the passive voice to help teach these principles with more clarity and simplicity. Ask questions throughout to gauge their understanding and thoughts about what you teach.

Example: ພວກເຮົາຖືກຊຳລະຈາກບາບໂດຍຜ່ານພຣະຄຶດ. ບໍ່ມີຄົນອື່ນໃດເລີຍທີ່ປິ່ນປົວວິນຍານຂອງເຮົາໄດ້.
"We are cleansed of sin through Jesus Christ. There is no other person at all that can heal our spirits." This sentence emphasizes that we cannot cleanse ourselves of sin.

I. Share a Story (Preparation ~10 min. - Lesson ~30 min.)
If possible, identify a lesson that you will be teaching this week and choose a relevant parable or story that you could share as part of that lesson. Here is a list of parables and stories you could use: the Sower, Talents, Rich Man and Lazarus, Crucifixion, Garden of Gethsemane, Lehi's Vision of the Tree of Life, or Enos. Now use your own words to teach the story or principle using the passive voice. Make sure that the parable or story is applicable to the investigator's needs. Practice the story during language study before you go to your appointment.

Learn with Your District

J. Conversion Stories (~30 min.)
Have a few missionaries in the district share their conversion story. Talk about what it was: either reading the Book of Mormon, going to church or praying for the first time. Have them focus on what they felt, any trials they had, any questions they had, and why it was significant. Have the missionary share it using the passive voice.

Examples:

1) ເມື່ອຂ້ອຍອາຍຸໄດ້ສິບຫົກປີອ້າຍຂອງຂ້ອຍຖືກລົດຊົນແລະເກືອບຕາຍ. ຍ້ອນປະສົບການນັ້ນຂ້ອຍຈຶ່ງເລີ່ມຄິດກ່ຽວກັບຄວາມໝາຍຂອງຊີວິດນີ້.

When I was 16 years old, my older brother was hit by a car. Because of that experience I began thinking about the meaning of this life.

Review 1: Actions and Events

This review will help you see how well you have learned the material in the previous section(s). It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following functions:

Asking about and describing actions and events

• Ever	• Finished yet?
• Accompaniment	• Prepositions
• Bringing and taking	• Opening and closing

Activities (see answers on p. 237)

Review on your Own

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 6 errors in it.
Check your answers.

ໃນຊີວິດຂອງເຮົາຢູ່ໃຕ້ໂລກເຮົາຕອ້ງອົດທົນຢ່າງພາກພຽນ. ທຸກມື້ເຮົາມີຄວາມສຸກແລະ ຄວາມໂສກເສົ້າ. ເຮົາອາໄສກັບປະຈັກພະຍານຂອງເຮົາເພື່ອເອົາເຮົາຜ່ານຄວາມ ໂສກເສົ້າເຫລ່ານີ້. ຊີວິດຢູ່ໂລກສຳຄັນຫລາຍເພາະວ່າເວລານີ້ເຮົາສາມາດ ຕຽມພອ້ມກັບຄືນໄປຫາພຣະເຈົ້າອີກ. ເມື່ອເຮົາຕາຍເຮົາຈັບຊັບສິມບັດມາສະຫວັນບ່ ໄດ້. ກອ່ນທຸກຄົນໄປໂລກວິນຍານເຮົາຊິຮັບການພິພາກສາສຸດທ້າຍ. ຄວາມເມດຕາຂອງພຣະເຈົ້າບ່ເສັດ. ຂອ້ຍຮູ້ວ່າເຮົາຈະມີ ໂອກາດອາໄສຢູ່ກັບພຣະອົງດວ້ຍຄອບຄົວຂອງເຮົາອີກຖ້າເຮົາກັບໃຈຈາກບາບແລະ ເຊື່ອຟັງພຣະເຈົ້າ.

B. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. ຂອ້ຍບ່ຈັກເທື່ອກິນອາຫານລາວເຄີຍ.
2. ສາດສະດາພາເຮົາກັບຄືນຫາພຣະເຈົ້າອີກ.
3. ເມື່ອໄປໂບດເຮົາຕອ້ງຖືເອົາພຣະຄຳພີມາ.
4. ເຈົ້າຊອ່ຍຂອ້ຍເປີດປະຕູໄດ້ບ່?
5. ພຣະບິດາອາໄສຢູ່ຕ່ໍສະຫວັນ
6. ເຈົ້າແລ້ວອ່ານພຣະຄຳພີບ່?
7. ຖ້າເຮົາຮັກສາກົດເງ່ືອນສ່ວນສິບພຣະເຈົ້າຊິເປີດສະຫວັນແລະ ປະທານພອນໃຫເຮົາ.
8. ໂດຍການຊິດໃຊ້ເຮົາສາມາດກັບໄປໃຕ້ພຣະບິດາເທ່ິງສະຫວັນ.
9. ພຣະເຈົ້າສ້າງຮ່າງກາຍຂອງເຮົາຫລັງຈາກເຮົາເກີດຢູ່ໂລກ
10. ຂອ້ຍອ່ານຂ້ໍນັ້ນແລ້ວຫລືຍັງ.
11. ຂອ້ຍຊິໄປປິດໄຟເພາະວ່າຂອ້ຍຢາກນອນ.
12. ເພ່ືອຟັງດີໆເຮົາຕອ້ງເປີດປາກ.
13. ເມ່ືອເຮົາແລ້ວອະທິຖານເຮົາຮູ້ສຶກຄວາມຮັກຂອງພຣະເຈົ້າ.
14. ຂອ້ຍຢາກໄປຢ້ຽມຢາມຄອບຄົວນັ້ນໂດຍເຈ້ົາ.
15. ຂອ້ຍຊິພາພຣະຄຳພີມາບ້ານຂອງເຈ້ົາ.
16. ເຈ້ົາຮູ້ສຶກພຣະວິນຍານບໍລິສຸດໃນຊີວິດຂອງເຈ້ົາແລ້ວບ່?

C. Translation

On a separate sheet of paper, translate the following sentences into Laotian. Check your answers.

1. I have never been to a baptismal service.
2. The scriptures together with the Spirit are your greatest resources.
3. Keo's house is right next to the Lao Buddhist temple.
4. Brother Sang will give the closing prayer.

5. How do you think God will open the heavens and bless us when we pay our tithing?
6. The spirit will dwell with us if we keep God's commandments.
7. Do you want Brother Sang to bring you to church?
8. Have you had the chance to pray yet?
9. Have you ever wondered where you will go after you die?
10. Please don't turn off the lights.
11. The prophets lead the church under the direction of Jesus Christ.
12. I will say the closing prayer and ask God to help you to know that these teachings are true.
13. There is a time between death and resurrection.
14. Have miracles ceased on the earth?
15. I want to go visit the Bishop with you tonight.
16. When you finished praying, how did you feel?

D. Scripture Activities (~30 min. each)

1. Read Matthew 6:19-21. Using the bringing and taking grammar principle,write down on a piece of paper or say vocally with your companion what we can take with us and what we cannot when we leave this life. Incorporate your thoughts into the Plan of Salvation lesson for one of your investigators in order to help them better understand the purpose of life and what things should be priorities for them.

2. Read Matthew 25: 1-13. This is the parable of the Ten Virgins. As you read, focus on both the use of prepositions and on the use of the "Opening and Closing" principle in this passage. Write down each sentence where you see these principles being used. Also consider the following questions: How can this parable apply to you as a missionary? How can it apply to you and your investigators' lives on earth?

E. Writing Activity (~35 min.)

1. Using the "Accompaniment" principle, write a short talk about the power of going out to preach the Gospel "two by two". As you do this, consider the following: Who else accompanies a righteous missionary companionship? What must you do to gain the accompaniment of whoever else accompanies you? Be sure to include experiences of when your testimony of being in a companionship has been strengthened.

Review With Your Companion

F. Following Up Practice Activity (~30 min.)

From your area book pick an investigator whom you are currently teaching. Review the commitments that you have extended to this person. Have your companion play the role of this person, then practice following up on commitments using the grammar principles from the "Finished yet, yes/no?" section. Have your companion correct you when necessary, and make a plan to use what you have learned and practiced when you next visit that investigator.

G. Ask/Answer Activity (~40 min.)

With your companion review the list of different ways that the Spirit manifests himself to people in the Laotian จิ่งสอบพะกิดติถุนของเฮา on page 111. Ask your companion if they have ever had an experience where they felt the Spirit in that way. Switch back and forth so that you get a chance to practice both asking questions using the "Ever" principle and answering them. Talk about how you could help a certain investigator better recognize the promptings of the Spirit as a result of what you have shared with each other.

H. Interview Activity (~40 min.)

During this activity you and your companion are going to pretend that you are being interviewed by a local newspaper. Choose two principles from one of the lessons in *Preach My Gospel* and two grammar principles from this section. Each of you will choose one of the grammar and gospel principles. From the gospel principle that you've chosen you will make a list of questions that you will ask your companion (questions that a reporter may ask about the Church's doctrine; not silly questions.) They will answer the questions that you have made and try to incorporate the grammar principle they have chosen into their responses. Talk with your companion afterwards about what you would want those around to notice or know about you if they were able to read such an article in a newspaper. Make goals as a companionship to become the kind of missionaries that will exemplify those things that you discussed. Do this activity so each of you will have a chance to be the reporter and the missionary.

Review 2: Actions and Events

This review will help you see how well you have learned the material in the previous section(s). It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following functions:

Asking about and describing actions and events

- Verbs of Locomotion
- Tenses
- Direction of action
- Adverbs
- Changing verbs to nouns-ການ,ຄວາມ,ຄຳ, and ຂອງ
- Passive Construction

Activities (see answers on pp. 237-238)

Review on your Own

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 14 errors in it. Check your answers.

ເມື່ອຂ້ອຍເຂົ້າໃນພຣະວິຫານເທື່ອທຳອິດຂ້ອຍໄດ້ຮູ້ສຶກເຖິງພຣະວິນຍານບໍລິສຸດຫາງ ແຂງແຮງຫລາຍ. ມັນມີການສະຫງົບຫລາຍພາຍໃນພຣະວິຫານ. ຖືກຂ້ອຍສອນກ່ຽວ ກັບຄວາມຮັກຂອງພຣະເຈົ້າທີ່ພຣະອົງມີຕໍ່ຂ້ອຍ. ຫລັງຈາກຂ້ອຍອອກແລ້ວຂ້ອຍຊິມີ ຄວາມປາຖະຫນາທີ່ຈະກັບໄປອີກ. ຢູ່ໃນພຣະວິຫານຂອງພຣະເຈົ້າພວກເຮົາ ຮັບສິດສອນກ່ຽວກັບສິ່ງທີ່ເປັນຢ່າງວິນຍານ. ພວກເຮົາຮຽນຮູ້ວ່າຄອບຄົວສາມາດ ກັບຄືນຫາສະຫວັນນຳກັນໄດ້ແນວໃດ. ຫາກວ່າຄວາມກັງວົນປະເພດໃດຊິລົບກວນ ເຮົາ,ເຮົາສາມາດຮູ້ສຶກເຫິງອຳນາດຂອງພຣະເຈົ້າໃນພຣະວິຫານເຊິ່ງປົ່ນປົວເຮົາໄດ້. ຖ້າເຮົາຢາກເຂົ້າພຣະວິຫານເຮົາຕ້ອງດຳລົງຊີວິດຂອງເຮົາຊອບທຳ. ຢູ່ຝ່າພຣະວິຫານ ຂ້າງນອກມັນມີຄຳຂຽນທີ່ວ່າ“ຄຳສັນຍາສິດຕໍ່ພຣະເຈົ້າເຮືອນຂອງພຣະເຈົ້າ.” ຂ້ອຍຮູ້ວ່າໃນ ພຣະວິຫານຂອງພຣະເຈົ້າພວກເຮົາຮຽນການຈິງຂອງພຣະຜູ້ຊ່ອຍໃຫ້ລອດ.

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 11 errors in it. Check your answers.

ນອ້ງຊາຍຂອງຂອ້ຍກຳລັງຮັບບັບຕິດສະມາໃນອາທິດຊິມາ. ເປັນເວລາສອງເດືອນລາວການເວົ້າກ່ຽວກັບບັບຕິດສະມາຕະລອດເວລາ. ຂ້ອຍຮູ້ວ່າລາວຊິຮັບບັບຕິດສະມາຈິງໃຈ. ຍ້ອນວ່າຄອບຄົວຂອງເຮົາໄດ້ເຊົາໄປໂບດຊົ່ວຄາວ,ນ້ອງຊາຍຂ້ອຍຈຶ່ງກາຍ ອາຍຸແປດປີກ່ອນໄດ້ຮັບບັບຕິດສະມາແລະຢືນຢັນຖືກເປັນສະມາຊິກ. ເພາະສະນັ້ນພວກຜູ້ສອນສາດສະໜາກໍ່ຂີ່ລົດຖີບບ້ານຂອງເຮົາ ເພື່ອສອນນອ້ງຊາຍຂອງຂອ້ຍ. ເຂົາເຈົ້າໄດ້ສອນຄອບຄົວທັງຫມົດຂອງເຮົາກ່ຽວກັບການເວົ້າຂອງພຣະຜູ້ເປັນເຈົ້າໃນພຣະຄຳພີແລະ ຂອງສາດສະດາ. ມື້ໜຶ່ງເມື່ອເຂົາເຈົ້າກຳລັງຊິເລີ່ມສອນຂ້ອຍຊິຮູ້ສຶກພຣະວິນຍານບໍລິສຸດບອກໃຫ້ຂ້ອຍເອົາໃຈໃສ່ຄວາມຟັງຄຳເວົ້າຂອງ ພວກແອວເດີ. ເຂົາເຈົ້າສອນແຈ່ມແຈ້ງເລື່ອງການຟື້ນຟູພຣະກິດຕິຄຸນແລະຂ້ອຍໄດ້ຮັບປະຈັກພະຍານວ່າໂຢເຊັບສະມິດເປັນສາດສະດາ ທີ່ແທ້ຈິງ. ຫລັງຈາກນັ້ນບໍ່ດົນຂ້ອຍຕັດສິນໃຈອອກສອນສາດສະໜາເພື່ອຊ່ອຍຄົນອື່ນມາສູ່ພຣະຄິດແລະຮູ້ສຶກຄວາມສຸກເຊິ່ງຂ້ອຍເອງຮູ້ ສຶກ. ຂອບຄຸນພຣະເຈົ້າສຳລັບພຣະບຸດຂອງພຣະອົງແລະການຊົດໃຊ້ຂອງພຣະບຸດນັ້ນທີ່ມີອຳນາດໃນການປ່ຽນແປງຊີວິດຂອງຜູ້ຄົນ!

C. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. ຖ້າເຮົາເຊື່ອຟັງພຣະວິນຍານຈະມາໃນໃຈຂອງເຮົາໄດ້.
2. ການຊ່ອຍຄົນມາຫາພຣະຄິດຄືມວນຫລາຍ.
3. ມື້ຄືນນີ້ຂອ້ຍມີຄຳຝັນຄືກັນກັບລີໄຮ.
4. ຜູ້ສອນສາດສະໜາຂັບລົດຢ່າງສີແດງ.
5. ພວກອັກຄະສາວິກຮັບຄົນຊົ່ວຂົ່ມເຫັງ.
6. ໂດຍຄວາມຊົດໃຊ້ພວກເຮົາຖືກຊຳລະຈາກບາບໄດ້.

7. ຂໍ່ມອບພຣະຄໍ່າພີ່ມໍ່ມອນເຫລັ່ມນີ້ໃຫ້ກັບແສງພຣະຈິດແດ່.
8. ນັບຖືພຣະເຢຊູໂດຍການຮັບໃຊ້ພຣະອົ່ງຈົ່ງໃຈ.
9. ເຫື່ອກ່ອ່ນພວກເຮົ່າຊິ່ອ່ານພຣະຄໍ່າພີ່ມໍ່ມອນບົ່ດໃດກັ່ບເຈົ້ົ່າ?
10. ສິ່ດທິ່ຊິ່ນບ່ໆຄົ່ນໄດ້ຂ່ີ່ເຮ່ືອຈ່ກປ່ະເທ່ດອ່ື່ນໆເພ່ື່ອຮ່ວ່ມກ່ັບ ສິ່ດທິ່ຊິ່ນຢູ່່ຢູ່່ທ່.
11. ຂ່ອ້ຍຮູ່້ເດ່ັ່ດຂ່ຕ່ວ່ພຣະເຈົ້ົ່າຊິ່ຕ່ອ່ບຄໍ່າ່ອ່ະທ່ິຖ່ານ່ຂ່ອ່ງເຈ້ົ່ົ.
12. ເຈ້ົ່ົ່ໄດ້ອ່ານ່ບ່ົ່ດທ່ີ່ໜ່ຶ່ງ່ໃນ່ພຣ່ະ່ຄໍ່າ່ພ່ີ່ມ່ໍ່ມ່ອ່ນ່ຫ່ົ່ານ່ໍ່ບ່ໍ?
13. ພ່ວ່ກ່ເ່ຮ່ົ່ົ່ານ່ຄ່ວ່ນ່ເ່ອ່ົ່ົ່ານ່ໃ່ຈ່ໃ່ສ່ສ່ີ່ງ່ຢ່ົ່ານ່ອ່ິ່ນ່ຍ່ານ່ໃ່ນ່ຊ່ີ່ວ່ິ່ດ່ນ່ີ.
14. ຕ່ອ່ນ່ເ່ຊ່ົ່ົ່ານ່ນ່ີ່ຄູ່່ສ່ອ່ນ່ສ່ານ່ດ່ສ່ະ່ຫ່ນ່ານ່ຊ່ີ່ລ່ັ່ກ່ານ່ຂ່ັ່ດ່ເ່ກ່ີ່ນ່ຂ່ອ່ງ່ຂ່ອ່ຍ.
15. ດ່ງ່ວ່ນ່ີ່ຂ່ອ່ຍ່ເ່ປ່ັ່ນ່ກ່ານ່ຍ່ານ່ຍ່ານ່ໄ່ປ່ບ່ານ່ຂ່ອ່ງ່ຜູ່້ສ່ິ່ນ່ໃ່ຈ.
16. ເ່ຮ່ົ່ົ່ານ່ຊ່ີ່ພ່ຣ່ະ່ເ່ຈ້ົ່ົ່ານ່ພ່ີ່ພ່ານ່ກ່ານ່ສ່ານ່ຫ່ລ່ັ່ງ່ຈ່ານ່ກ່ານ່ເ່ຮ່ົ່ົ່ານ່ຕ່ານ.

D. Translation
On a separate sheet of paper, translate the following sentences into Laotian. Check your answers.

1. Peace will come into our hearts when we forgive others.
2. As we were leaving, a man came and asked us about God.
3. Bearing your testimony will strengthen it.
4. Adam and Eve were commanded not to eat the fruit.
5. When we sincerely repent, God forgives us.
6. We'd like to speak upon the importance of families.
7. Allow the Atonement to take the fear from your heart.
8. Being baptized seems like it would make me happy.
9. We are about to teach you about the restoration.
10. We left the activity at 8:00.
11. He is the elder who gave my Book of Mormon to me.
12. The words of Christ are contained in the scriptures.
13. Jesus Christ lived his life perfectly on the earth.
14. I'm trying to be like Jesus.
15. Alma and Amulek were imprisoned.
16. Can you share a spiritual thought?

E. Personal Language Study Activity (~50 min.)
Read *The Living Christ: The Testimony of the Apostles* in Laotian. As you do, write down any sentence in which a grammar principle from this review is used. Also write the translation of that sentence. Translate the sentences on your own. After you are finished, check your translations with the English version.

F. Scripture Activities (~30 min. each)

1. Read Mosiah 4:30. This verse uses ກ່ານ, ຄ່ວ່ນ and ຄ່ໍ່ one time. Ask yourself why each prefix was used in each case. At your next appointment with a Laotian less-active member, explain to them why each prefix was used with its specific word and ask that member to correct you if necessary. Share with them your testimony of enduring to the end and continuing to exercise faith in Jesus Christ.

2. Read Isaiah 53:7-9. These verses use the passive constructive principle several times. Compare your Laotian and English scriptures to help you understand. Then, using the language you see in the scriptures, paraphrase or quote part or all of these verses to an investigator when you are teaching about the earthly ministry and Atonement of Jesus Christ.

3. Read Enos 1:4. In this verse, note how the adverb for "cried...unto God" is not created by using an adjective alone, but is created by using two words: the verb "to have" and the noun "power". Talk with your companion or a native speaker about other examples of adverbs formed by more than placing only an adjective after ຢ່ານ. For example: ຢ່ານ່ບ່ໍ່ເ່ຫ່ັ່ນ່ແ່ກ່ໍ່ຕ່ົ່ວ, which means "unselfishly".

G. Writing Activity (~30 min.)
Create a lesson plan about repentance. Pick two grammar principles from this section and include them in your plan. Write 4-5 sentences using each of the principles that you picked which teach about repentance. When you have finished, share the lesson with one of your investigators who is struggling to give up a sin or bad habit of some kind.

Review with your Companion

H. Christ's Life (~30 min.)
With your companion talk about the last week of Jesus Christ's earthly ministry. Using the passive constructive principle "ຖ່ືກ", discuss all that happened to Him during that time. For example: "Jesus was betrayed by Judas Iscariot." After you have finished the activity, share with your companion your testimony of the Atonement and love of Jesus Christ.

I. "Effective Teaching" Activity (~20 min.)

Using the adverb principle (ຢ່າງ), describe to your companion the way that an effective missionary teaches. For example: "An effective missionary teaches clearly." After listing everything you can think of, choose one or two of the adverbs that would improve your teaching, and make plans with your companion to apply them this week. Remember to follow up and check each day on your goals.

J. Teaching about the Restoration (~20 min.)

Using ການ, ຄວາມ, ຄຳ and ຂອງ, teach your companion "The Restoration of the Gospel of Jesus Christ through Joseph Smith" from the first lesson. Using this grammar principle, include the following words/phrases in your teaching: confusion, doubt, teachings of the different sects, praying to God, writings of James, asking God, holiness, ability of Joseph Smith. Ask your companion to correct you any time you use the principle incorrectly.

Asking about and expressing

Desire, Need, Preference, Ability, Intention, or Purpose,

Purpose

This function will help you talk about what you or others need or want to do. For example, what one needs to repent of or what God wants for His children. Below are examples of the types of things you will be able to express with the grammar in this function.

- I **like** to eat Lao food. (Preference)
- Satan does **not** want us to be happy. (Negation)
- We **should not** drink alcohol. (Negative command)
- **Keep** the commandments. (Non-negative commands)
- We **can** return to live with God if we keep the commandments. (Can, able to)
- **Will** you begin reading the Book of Mormon as a family? (To request/ formally ask)
- God and Jesus Christ **love** us. (Verbs of emotion)
- God **desires** us to have faith. (To let/ to have - all 4 ways))
- I read the scriptures **so that** I can have the spirit. (“For” - all 6 ways)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- God Is Our Loving Father in Heaven (What does God want for us?)
- Heavenly Father Reveals His Gospel in Every Dispensation (Why did God call prophets? Why do we need them?)
- Restoration of the Gospel (What did Joseph Smith want to know? What did God ask Joseph Smith to do?)
- The Book of Mormon (What can we learn from the Book of Mormon? For what purpose was it written?)
- Pre-Earth Life (What is God’s purpose and plan for us?)
- The Atonement (Why did Christ perform the Atonement? Why do we need it?)
- Repentance (What do we need to do in order to repent?)
- Baptism (Why do we need to be baptized?)
- Obedience (Why does God want us to obey?)
- Pray Often (What should we pray for? How do we express our needs and desires?)
- Study the Scriptures (What are the scriptures for? Why do we need to study them?)
- Priesthood and Auxiliaries (What can be done with the priesthood? What are the auxiliaries for?)
- Missionary Work (Why should we desire to do missionary work as members?)
- Temple and Family History (Why do we need temples? How can we get involved in Family History work?)

Tasks from Missionary Vocabulary and Phrase Book

- Extend Commitment Invitations (Why does God give us commandments? How can I show encouragement and support?)
- Give Directions (How do I tell someone how to get somewhere?)
- Obtain Referrals (Why should we share the gospel with friends? How can we begin to talk about the gospel? How do we increase our desire to share the gospel?)
- Offer a Prayer (How do I ask Heavenly Father for the things that I need?)

Negation

Examples from *Vocabulary and Phrases*

They told Joseph that **none** of the churches were true.	ພວກພຣະອົງໄດ້ບອກໂຢເຊັບວ່າບໍ່ມີສາດສະໜາຈັກໃດທີ່ຖືກຕ້ອງ.
Death does **not** change our personality.	ຄວາມຕາຍບໍ່ປ່ຽນບຸກຄະລິກລັກສະນະຂອງເຮົາ.
We are **not** responsible for the Fall of Adam and Eve.	ເຮົາບໍ່ຮັບຜິດຊອບຕໍ່ການຕົກຂອງອາດາມແລະເອວາ.

Explanation

To make a sentence negative in Laotian, place the word ບໍ່ in front of the verb. ບໍ່ can be used to mean **none**, **not**, **no**, part of the word **never**, etc.

Grammar: S +(ຈະ/ຊິ) + ບໍ່ + (ໄດ້) + Verb + O

Examples:

ຊາຕານບໍ່ໄດ້ເຊື່ອຟັງແຜນຂອງພຣະເຈົ້າ. *Satan **did not obey** God's plan.*	ພຣະເຈົ້າບໍ່ຢາກໃຫ້ເຮົາເຮັດບາບ. *God does **not** want us to sin.*
ນອກຈາກພຣະເຢຊູຄິດບໍ່ມີນາມອື່ນໃດເລີຍພາຍໃຕ້ສະຫວັນເຊິ່ງຊ່ອຍເຮົາລອດໄດ້. *Besides Jesus Christ, **no** other name under heaven can save us.*	ມັນບໍ່ມີຄວາມສະຫງົບໃນການເຮັດບາບ. *There is **no** peace in sin.*

Remember: If the sentence is in the future tense thenຈະ/ຊິ is placed before ບໍ່, and if the sentence is in the past tense then ບໍ່ is placed beforeໄດ້.

Activities (see answers on p. 238)

Learn on Your Own

A. Negate

The following sentences contain incorrect doctrine. Negate the sentences, or remove the negation, so that they teach correct doctrine and write them on a separate sheet of paper. Check your answers.

Example:
Incorrect doctrine: ພຣະເຈົ້າຊົງກຽດຊັງພວກເຮົາ.
Correct doctrine: ພຣະເຈົ້າຊົງບໍ່ກຽດຊັງພວກເຮົາ.

1. ພຣະເຢຊູຄິດໄດ້ເຮັດບາບເມື່ອພຣະອົງຢູ່ໂລກ.
2. ຊາຕານຢາກເຮົາອະທິຖານແລະເຮັດດີ.
3. ການເປີດເຜີຍໄດ້ເຊົາລົງຫລັງຈາກອັກຄະສາວົກຕາຍ.
4. ເຮົາບໍ່ເປັນລູກຂອງພຣະເຈົ້າຖ້າເຮົາບໍ່ຮັບບັບຕິດສະມາ.
5. ການແຕ່ງງານນິລັນດອນບໍ່ສົມຄວນໃຫ້ທຸກຄົນ.
6. ພຣະຄຳພີມໍມອນບໍ່ມີຄວາມສົມບູນແຫ່ງພຣະກິດຕິຄຸນ.

B. Translate

On a separate sheet of paper, write the English translation. Check your answers.

1. ບໍ່ມີໃຜດີພ້ອມ.
2. ບໍ່ມີຫຍັງສຳຄັນກວ່າຄອບຄົວຂອງເຮົາ.
3. ພຣະຄຶດບໍ່ເຄີຍເຮັດບາບ.
4. ພຣະເຈົ້າບໍ່ລືມເຮົາ.
5. ພຣະເຈົ້າບໍ່ແມ່ນຂີ້ຕົວະ.
6. ພວກຜູ້ນຳຂອງສາດສະໜາຈັກບໍ່ຮັບຄ່າຈ້າງສຳລັບວຽກຂອງເຂົາເຈົ້າ.

C. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ບໍ່ມີໃຜຂຶ້ນສະຫວັນໄດ້ຖ້າບໍ່ຮັບບັບຕິດສະມາ.
2. ເຮົາບໍ່ຊິໄປສະຫວັນຖ້າເຮົາບໍ່ກັບໃຈ.
3. ພຣະເຈົ້າບໍ່ຕອ້ງການຫລາຍຢ່າງຈາກເຮົາ.
4. ພຣະຄິດໄດ້ບໍ່ເວົ້າຄຳຜິດຕໍ່ຄົນອື່ນຈັກຂໍ້.
5. ແມ່ນແຕ່ຜົມຈັກເສັ້ນດຽວຈະຫລົ່ນໄປຈາກຫົວຂອງເຈົ້າ.
6. ເຮົາອາໄສຢູ່ສອງບອ່ນບໍ່ໄດ້.
7. ບໍ່ມີຫຍັງເລີຍທີ່ເຮົາບໍ່ສາມາດຖາມພຣະເຈົ້າ.
8. ຖ້າເຮົາກັບໃຈເຮົາຕອ້ງບໍ່ກັງວົນບາບເກົ່າ.

D. Lesson Plan Activity (Preparation ~20 min. Practice ~20 min.)
Using negation, create a lesson plan for the Word of Wisdom that you can use with one of your current investigators. Include some scriptures that use negation as well. Have your companion or a native speaker check your lesson plan. Practice teaching your lesson plan to your companion in the role of your investigator. Personalize your teaching to that investigator and get feedback afterwards on how well you used negation.

E. Scripture Activity (~20 min.)
The following scriptures contain negations. On another piece of paper, write down the phrases in these verses that use negation. Write out some sentences that will help you share these passages with one of your investigators and practice sharing them with your companion.

Heb. 5:4	1 Ne. 3:7
Amos 3:7	2 Ne. 2:13

F. Language Study Plan Activities (~20 min. each)

1. "Actively listen," bullet 3. Listen to how natives form negative sentences. Pay special attention to the double-negative and when and why it is used. Make a note of when natives use negation differently than you would and find out why.
2. "Memorize vocabulary and phrases," bullet 6. Memorize one or more of the scriptures from activity E. Practice sharing them with your companion and applying them to different situations.
3. "Learn grammar," bullet 1. Think of a topic that you are teaching today which might use negation. Look in the scriptures, ຈ່ົງສອນພະກິດຕິຄຸນຂອງເຮົາ and other materials where that topic is talked about. Find examples of how negation is used. Use what you learn in your teaching.

Learn with Your Companion

G. Goals Activity (~25 min.)
On a separate piece of paper, write down habits that you and your companion want to change. For example, "I won't come late" (ຂອຍຊິບໍ່ມາຊ້າ). Use negation in writing your goals. Then decide how you will accomplish these goals and work on them throughout the week.

Learn with a Native Speaker

H. Baptismal Interview Questions Activity (~30 min.)
With a progressing investigator, go through the baptismal interview questions to help them see in what ways they can come closer to Christ. With your companion come up with some follow-up questions and negated phrases to practice this principle. Remember, the purpose of this activity is to help your investigator see the expectations that you have for them and what blessings they could receive and not just to give them rules to keep.

Learn with Your District

I. "Postive Negation" Activity (~45 min.)
As a district, review the negation grammar principle and come up with some phrases that have a negation in the sentence but overall has a positive connotation in the context of promising blessings during a commitment invitation. For example, "If we are obedient, God will not forsake us." Give each companionship a couple of commitments and have them practice. Discuss how this grammar principle is being used to give encouragement while inviting.

J. District Discussion (Discuss ~20 min. - Practice ~15 min.)
As a district, identify an investigator who did not keep a recently-given commitment. Discuss the reasons why the investigator did not keep the commitment (did not understand, did not feel the need, did not feel the spirit). Discuss ways that you could help the investigator overcome this concern/problem. If possible, role-play what the missionaries would say and do to help the investigator.

Negative Commands

Examples from *Vocabulary and Phrases*

Don't steal!	ຢ່າລັກ!
Don't kill!	ຢ່າຂ້າຄົນ!
Don't commit adultery!	ຢ່າຫລິ້ນຊູ້ສູ່ຜົວເມຍຜູ້ອື່ນ!
The scriptures teach us not to be angry at others.	ພຣະຄຳພີສອນເຮົາບໍ່ໃຫ້ໃຈຮ້າຍໃສ່ຄົນອື່ນໆ.

ຢ່າ/ຢ່າຊູ-Don't

31a

To command someone to not do something, place the word ຢ່າ/ຢ່າຊູ in front of the verb. This type of command is more forceful and usually used with a stronger tone or sometimes when someone is yelling. It is the most formal type of negative command. Do not mix this principle with the ບໍ່ grammar principle.

Grammar: S* + ຢ່າ/ຢ່າຊູ Verb + O

*The pronoun is most times omitted and the sentence begins with "ຢ່າ".

Examples:

ຢ່າສູບຢາ! ***Do not** smoke!*	ຢ່າລືມນັດສອນເວລາຫົກໂມງແລງມື້ອື່ນ. ***Don't** forget the teaching appointment tomorrow at 6 PM.*
ຢ່າຊູປະຕິເສດຄຳສອນຂອງພວກສາດສະດາ! ***Don't** reject the teachings of the prophets!*	ຢ່າຊູຢ້ານເພາະເຮົາຢູ່ກັບເຈົ້າຕະລອດ. ***Do not** fear, for I am with you always.*
ພຣະເຈົ້າບັນຊາວ່າຢ່າຂ້າຄົນ. *God commanded, "**Don't** kill."*	ຢ່າຈ້ຶງຕາເບິ່ງຄົນເພາະວ່າມັນບໍ່ສຸພາບ. ***Don't** stare at people because it's not polite!*

ບໍ່ໃຫ້-Don't (third person)

31b

ບໍ່ໃຫ້ is a second form of negative command that is most often used for when a third party issued the negative command. For example, "God commanded us not to eat of the fruit of the tree of knowledge of good and evil." In this sentence, God is not actually doing the talking. Rather, what he forbade is being repeated. This is the most common use of ບໍ່ໃຫ. It can be translated as **not to**.

Grammar: $O_{\text{third person}}$ + V + ບໍ່ໃຫ + V

Examples:

ພຣະເຈົ້າບັນຊາອາດາມແລະເອວາບໍ່ໃຫ້ກິນໝາກໄມ້ຈາກຕົ້ນໄມ້ແຫ່ງຄວາມຮູ້ດີຄວາມຮູ້ຊົ່ວ. *God commanded Adam and Eve **not to** eat of the fruit of the tree of knowledge of good and evil.*	ແມ່ບອກລູກບໍ່ໃຫ້ຫລິ້ນຫລາຍຢູ່ໂບດ. *The mom told her kids **not to** play a lot while at church.*
ປະທານເຜີຍແຜ່ຂອງເຮົາວ່າບໍ່ໃຫ້ອອກຈາກເຂດຂອງເຮົາເວັ້ນແຕ່ເວລາມີກອງປະຊຸມ. *Our Mission President told us **not to** leave our area except for meetings.*	ພຣະເຢຊູຄິດສອນເຮົາບໍ່ໃຫ້ເອົາໃຈໃສ່ສິ່ງທາງໂລກແຕ່ໃຫ້ເຮົາສະແຫວງຫາອານາຈັກຂອງພຣະເຈົ້າເສຍກ່ອນ. *Jesus Christ taught us not to focus on worldly things, but to seek the kingdom of God first.*

ບໍ່ຕ້ອງ-Don't

ບໍ່ຕ້ອງ is another form of negative command, or negative imperative. It is often used for situations in which the speaker wishes to convey a meaning that the action that is being prohibited is not necessary for whatever reason. For example, someone might tell you, "Do not be afraid." In this situation, they are commanding you not to be afraid and their assumption for doing so is that it is not necessary to fear.

Grammar: S* + ບໍ່ຕ້ອງ + V + O

*Just as with ຢ່າ, the subject is often omitted when using the negative imperative.

Examples:

ພຣະເຢຊູສອນຫລາຍໆເທື່ອໃນພຣະຄຳພີວ່າບໍ່ຕ້ອງຢ້ານ. *Jesus taught many times in the scriptures: "Be not afraid."*	ພຣະເຈົ້າຊິງກ່າວກັບອບຣາຮາມອີກວ່າເຈົ້າບໍ່ຕ້ອງເອີ້ນເມຍຂອງເຈົ້າວ່າສາຣາຍອີກຕໍ່ໄປບັດນີ້ຊື່ຂອງນາງແມ່ນຊາຣາ. *And God said unto Abraham, As for Sarai thy wife, thou **shalt not** call her name Sarai, but Sarah shall her name be. -Genesis 17:15*

ຫ້າມ-**Forbid; Don't**

The word ຫ້າມ literally means **to forbid** and can be used as a negative imperative. This word is often used for physical actions that are restricted. It is interchangeable with ຢ່າ in many situations, but it literally means **to forbid** and so it sometimes sounds more harsh than using ຢ່າ, which simply means **do not**. The following sentence is a situation in which you could use ຫ້າມ: "Do not walk on the grass." It is sometimes coupled with ບໍ່ໃຫ້ but the meaning isn't changed by this.

Grammar: ຫ້າມ(ບໍ່ໃຫ້) + (S) + V + O

Examples:

ຫ້າມໄປບ່ອນນັ້ນເພາະວ່າມັນອັນຕະລາຍ. ***Do not** go to that place because it is dangerous.*	ຖ້າເຈົ້າເຫັນປ້າຍທີ່ວ່າຫ້າມຢຽບສະໜາມຫຍ້າ,ເຈົ້າຄວນສະແດງຄວາມນັບຖືໂດຍຍ່າງອ້ອມສະໜາມຫຍ້າ. *If you see a sign that says, "Do not step on the grass," you should show respect and walk around the grass.*
ສາດສະດາສອນວ່າຫ້າມບໍ່ໃຫ້ເບິ່ງຮູບລາມົກສະນິດໃດກໍຕາມ. *The prophets have taught, "**Do not** look at pornography in any form."*	ແລ້ວພຣະອົງຊິງຫ້າມພວກສາວົກບໍ່ໃຫ້ບອກຜູ້ໃດວ່າຕົນຊິງເປັນພຣະຄຣິດ. *Then charged he his disciples that they should **tell no man** that he was Jesus the Christ. Matthew 16:20*

Expressing

Activities (see answers on p. 238)

Learn on Your Own

A. Create a Sentence

Below is a list of verbs. Use the words ຢ່າ/ຢ່າຊູ່, ບໍ່ໃຫ, ຫ້າມ(ບໍ່ໃຫ້) and ບໍ່ຕ້ອງ to make a sentence using the negative command which incorporates the verbs listed.

1. ລັກ
2. ລືມ
3. ເບຍ
4. ຢ້ຳ.
5. ປະຕິເສດ
6. ກິນ
7. ຟັງ
8. ຄິດ
9. ຮັກ
10. ຊັງ
11. ຢາກ
12. ພິພາກສາ
13. ໄວ້ວາງໃຈ
14. ເຮັດ

B. Translation

Below are sentences in English that convey a negative command. On a separate sheet of paper, translate the sentence while figuring out how the negative command is used. This activity can be done out loud with your companion as well. Check your answers.

1. Never forsake the Lord because He will never give up on us.
2. The Lord commanded us not to judge others unrighteously.
3. The Word of Wisdom teaches us to not partake of drugs, coffee, tea, alcohol, and tobacco.
4. Do not forget the blessings we have received from God.
5. "Do not kill."
6. Adam and Eve were commanded not to eat of the fruit because death and opposition would come into the world.
7. The prophets have counseled us to not look at pornography in any of its forms.
8. Do not hate your enemies.
9. We must be careful to not become complacent.

10. Don't have fear; have faith instead.

C. Common Errors
Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ບໍ່ເວົ້າພາສາອັງກິດ.
   Don't speak English
2. ກະລຸນາເຮັດບໍ່ເຊົາອະທິຖານ.
   Please do not stop praying.
3. ບໍ່ຄວນອ່ານໂດຍບໍ່ອະທິຖານກ່ອນ.
   Don't read it without praying.
4. ບໍ່ໃຫ້ສອນຫລັກທຳນັ້ນເທື່ອ.
   Don't teach that principle yet.

D. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ບໍ່ເອົາໃຈໃສ່ສິ່ງຂອງທີ່ບໍ່ມີຜົນປະໂຫຍດ.
2. ພໍ່ແມ່ສອນຢ່າໃຫ້ເດັກຕໍ່ສູ້ກັນ.
3. ບໍ່ຊູ່ລືມຫງມພອ້ມກັບຄືນໄປອາໄສນຳພຣະເຈົ້າອີກ.
4. ພຣະເຈົ້າວ່າຢ່າລືມພຣະອົງ.
5. ຢ່າເຮັດຕາມຕົວຢ່າງຂອງໂລກ.
6. ບໍ່ປະຕິເສດປະຈັກພະຍານຂອງເຈົ້ຕ.

E. Scripture Activities (~20 min. each)
1. Read Exodus 20: 3-4, 7-8, 12-17. Pay attention to how the negative command is used. Prepare to use one of these verses in a lesson or contact this week.

2. Read Genesis 3: 1-3 and look for the way that ບໍ່ໃຫ້ is used. Practice teaching the principle of the Fall of Adam and Eve using these verses.

F. Language Study Plan Activity (~15 min.)
"Actively listen," bullet 3. Listen to how natives form negative sentences. Make a note of when natives use negation differently than you would and find out why.

Learn with your Companion

G. Developing Christlike Attributes Activity (~30 min.)
Choose an attribute from Chapter 6 in *Preach My Gospel* that you could use in a lesson for a specific investigator. With your companion come up with sentences of things one should not do if they wanted to develop the Christlike Attribute that you have chosen. Afterwards find ways to incorporate some of the sentences in your next lesson with that investigator.

Learn with a Native Speaker

H. Commandments Lesson (Preparation ~20 min. - Lesson ~30 min.)
For your next lesson with an investigator who needs to understand why commandments are necessary, prepare a lesson about the ten commandments. Incorporate this grammar principle as you discuss the ten commandments to help them see how commandments are a blessing. Make sure that the lesson will be applicable to help the specific investigator to progress.

I. Why do we have rules? (Preparation ~20 min. - Lesson ~30 min.)
Prior to teaching your next investigator one of the commandments from Lesson 4 in *Preach My Gospel*, discuss with them why we have commandments. In this lesson compare the rules your parents gave you to God's commandments. Give an example of some of the rules your parents gave you and why they gave you those rules. If your investigator is a parent then invite them to share with you rules that they have given their children and why. Get feedback from the native speaker on your use of the negative command.

Learn with Your District

J. District Teaching Round (~40 min.)
As a district write down the name of specific investigators in your areas who are progressing. Then identify the commandments from Lesson 4 of *Preach My Gospel* that you still need to teach those investigators. Give each companionship one of these investigators and have them practice teaching the corresponding commandment while using the negative command. Afterwards, discuss some ideas that would help in teaching the commandments, and then have the missionaries prepare a lesson for one of their investigators.

Commands

Examples from *Vocabulary and Phrases*

Write down the revelation you receive from God.	ຈົ່ງຂຽນການເປີດເຜີຍທີ່ເຈົ້າຮັບຈາກພຣະເຈົ້າໄວ້.
Follow God, and you will not get lost.	ຈົ່ງຕິດຕາມພຣະເຈົ້າແລະເຈົ້າຊິບໍ່ຫລົງທາງ.
Jesus **commanded** us to become like Him.	ພຣະເຢຊູຄິດຊົງບັນຊາໃຫ້ເຮົາກາຍເປັນເໝືອນດັ່ງພຣະອົງ.
Please **help us** to be obedient.	ກະລຸນາຈົ່ງຊ່ວຍເຮົາເຊື່ອຟັງ.
Son, always **remember** that Jesus Christ came to the earth to atone for sins.	ລູກເອີຍຈົ່ງຈຳໄວ້ໃຫ້ດີວ່າພຣະເຢຊູຄິດໄດ້ມາໂລກເພື່ອຊົດໃຊ້ບາບ.

Explanation

We use commands to tell someone to do something (i.e. “Write that down!” “Go that way!” and “Go!”). There are two words used for this, as explained below. The first is used in first person and the second can be used in either first or third person. For example, “Keep the commandments” is a first person command from one person to another. On the other hand, “The prophets have taught us to keep the commandments” implies command that was not given in that moment from one person to another, but rather a previous command that was given (third person).

ຈົ່ງ-Formal Imperative Command

32a

ຈົ່ງ is a form of command that is often used in formal situations and in scriptures. It is always used as a second person, or direct, command. Ex: *Be* ye therefore perfect.

Grammar: ຈົ່ງ + (S) + V + O.

* The pronoun is usually omitted when you are speaking to someone, or someone is speaking to you

Examples:

ຈົ່ງເຮັດແຕ່ຄວາມດີ! ***Do** only what is right!*	ຈົ່ງຈື່ຈຳພຣະເຢຊູຄິດ! ***Remember** Christ!*
ຈົ່ງເວົ້າພາສາ! ***Speak** the language!*	ຈົ່ງຈຳໄວ້ໃຫ້ດີ! ***Remember** well!*
ຈົ່ງລະວັງ! ***Be** careful!*	ຈົ່ງຮັກສາຕົວເອງໃຫ້ດີເດີ! ***Take care** of yourself!*

Note: It is polite to add ເຖີດ to the end of the sentence.

Grammar: ຈົ່ງ + V + O + ເຖີດ.

ໃຫ້-Informal Imperative Command

32b

ໃຫ້ is a second form of command that is most often used in common speech. It can be used either for direct, second person commands or for third person commands. The following are examples of how to use this word in both second and third person. “The Prophets have taught us: teach your children.” The command issued in this sentence is being quoted in first person. On the other hand, “The Prophets have taught us to teach our children.” In the second sentence, the command is not being directly quoted or given by the person who issued it, rather it is being referred to as a command that had already been given by someone else. It might be helpful to think of it as **do**.

Grammar: $S_{\text{third person}}$ + V + ໃຫ້ + V

OR

ໃຫ້ + S + V

ແອວເດີລອງຣັດໃຫ້ເຈົ້າເລືອກວ່າເຮົາຊິໄປເຄາະປະຕູມື້ອື່ນ. *Elder Louangrath, **you decide** where we will go tract tomorrow.*	ໃຫ້ເຈົ້າອະທິຖານແດ່. ***You pray**, please.*
ເທບສະຫວັນອົງໜຶ່ງປະກົດຕໍ່ແອລມາຜູ້ເປັນບຸດແລ້ວກໍເຕືອນໃຫ້ກັບໃຈຫລືລາວຈະຖືກທຳລາຍ. *An angel appeared to Alma the younger and warned him to **(do)** repent or he would be destroyed.*	ສາດສະດາເຈຄອບສອນໃຫ້ສະແຫວງຫາອານາຈັກພຣະເຈົ້າເສຍກ່ອນ. *The prophet Jacob taught to **(do)** seek first the kingdom of God.*

Activities (see answers on p. 238)

Learn on your Own

A. Convert Commands

In English, volume and voice inflection change the tone of a statement. To change the feeling of a sentence in Laotian, however, commands and fillers are used. The purpose of this activity is to help you see how the tone of a sentence changes by adding the word ຈົ່ງ. Laotians do raise their voices, but words are used to change tones or feelings. Below are sentences written in English with a normal tone. First translate the sentence as it is. Share it with your companion. Then change the sentence, and add the word ຈົ່ງ to make the sentence more authoritative. You may need to be creative when you change the sentences to make them more authoritative. Practice with your companion to see how the feeling and mood of the sentence changes. Also, pay attention to differences in the two sentences.

Example: We must be humble in order to receive an answer from God.

ຈົ່ງຖ່ອມຕົວແລ້ວເຈົ້າຈຶ່ງຊິໄດ້ຮັບຄຳຕອບຈາກພຣະເຈົ້າ. *Be humble; then you will receive an answer from God.*

1. We should repent and listen to God's word.
2. Reading the Book of Mormon everyday will bless your life.
3. The Word of Wisdom is a commandment that can give us strength if we obey it.
4. Repentance will allow us to return to live with God.
5. God desires to hear from us through prayer.
6. Faith will help us overcome our fears.
7. The only way we can be led by the spirit is to be humble.
8. When we have trials we can remember the covenants we have made with God.
9. Keeping the Sabbath Day holy will bring you more peace.
10. The spirit will come to our hearts but we need to let the spirit in to have full effect.

B. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says. The most common misuse of this grammar principle is that it is not used at all.

1. ຕອ້ງຮັບເອົາພຣະວິນຍານບໍລິສຸດ.
   Receive the Holy Ghost.
2. ອະທິຖານຈົ່ງຕອນແລງນີ້!
   Remember to pray tonight!
3. ກັບໃຈແລະຮັບບັບຕິດສະມາ!
   "Repent and be baptized!"
4. ແອລມາເຕື່ອນຊາວແອໂມໃນຫາກັບໃຈ.
   Alma warned the people of Ammonihah to repent.
5. ເຊື່ອວ່າພຣະເຈົ້າຊິຊ່ອຍເຈົ້າໃນທຸກສິ່ງ.
   Believe that God will help you in all things.
6. ກະລຸນາຮູ້ວ່າພຣະເຢຊູຄິດຮັກເຈົ້າ.
   Please know that Jesus Christ loves you.

C. Error Correction

Each sentence is either correct or has one error. Either write down the correct form or say it to your companion. Check your answers with those in the answer key. for each question that you miss, write at least two sentences that you could use in your teaching today which use the correct form of the word.

1. ຈົ່ງມີສັດທາວ່າພຣະເຈົ້າເປັນພຣະບິດາຂອງເຮົາ.
2. ຕອ້ງຮັກສາພຣະບັນຍັດທຸກປະການ.

3. ກະລຸນາຮັບໃຊ້ເຊິ່ງກັນແລະກັນ.
4. ຈົ່ງເອົາໃຈໃສ່ເຖິງພຣະຄຳພີມໍມອນ.
5. ອະທິຖານເພື່ອຮັບກຳນົນຳພາ.
6. ເວົ້າພາສາລາວແດ່.

D. Scripture Activities (~15 min. each)

1. Read the following scriptures. Find the commands in each of them, and write them down. Pay attention to the mood of the verse within the context. Make sure your sentences are usable in a teaching situation.

Acts 2:38	Alma 5:32-35
Matt 3:13-14	Alma 5:62

2. Read Deuteronomy 5:4-22, which teaches the Ten Commandments. As you read the commandments, identify the commandments by the use of the positive command word ຈົ່ງ in the sentence. Write these commandments down in complete sentences using ຈົ່ງ on a piece of paper and share them with your companion.

E. Language Study Plan Activities (~20 min. each)

1. "Learn grammar," bullet 4. Throughout the day, use the command form to give your companion directions to each appointment. Take turns telling each other who to talk to or contact, etc.

2. "Memorize vocabulary and phrases," bullet 6. The scriptures are full of commands. Find a few key scriptures that use commands and memorize them. Practice changing the commands from informal to formal so you can personalize the scriptures for your investigators.

Learn with your Companion

F. Prophet Lesson (~20 min.)

With your companion find an investigator with whom you can teach a lesson about the purpose of prophets. This lesson can be brief or in connection with other lessons. Include some examples of prophets and the things they were commanded to do. An example of this may include: "The Lord said to Nephi 'Build a boat!'" Practice this activity out loud with your companion.

Learn with a Native Speaker

G. Joseph Smith Story (Preparation ~15 min. - Lesson ~15 min.)

Look at your schedule and identify the next time that you will be sharing the message of the Restoration. In preparation for this lesson prepare to share the story of Joseph Smith using the commands (when Heavenly Father and Jesus Christ/ Angel Moroni speak with Joseph). Make a list of all the things Joseph Smith was commanded to do, given in the formal command form, and then change them to the informal command form. Examples of this may include: "Prepare because the true church of God will be restored!" - "Joseph was commanded to prepare because the true church of God would be restored." Occasionally ask the investigator questions to make sure that they understand. It would be good to include the negative commands principle when you do this activity.

Learn with Your District

H. White Handbook Discussion (~25 min.)

As a district go over some of the rules in the white handbook. Have each missionary come up with sentences using this command principle and share them with the classroom. The primary purpose of this activity is to review the conducts of a missionary, as well as to help each other use the command.

Can, to be able to

Examples from *Vocabulary and Phrases*

Will you read Alma 40?	ເຈົ້າອ່ານແອລມາບົດທີ່ສີ່ສິບໄດ້ບໍ່?
Can you read Laotian?	ເຈົ້າອ່ານພາສາລາວເປັນບໍ່?
Will you read this scripture?	ເຈົ້າອ່ານຂໍ້ນີ້ໄດ້ບໍ່?
Yes, I will keep the Word of Wisdom.	ໄດ້,ຂອ້ຍຮັກສາພຣະວ່າຈ່າແຫ່ງປັນຍາໄດ້.
Will you go to church this week?	ເຈົ້າໄປໂບດອາທິດນີ້ໄດ້ບໍ່?

Explanation

Can/able to may be split into a few different meanings with seperate Laotian equivalents. **Can** may mean "the physical ability to perform a task" or "the willingness to do something." There are seperate words for each of these meanings. It is important to determine the true definition of the sentence you wish to make and use the correct form.

ໄດ້

33a

ໄດ້ is used to form a question and a response. It is used when stating that someone/something can or may perform a task. It is showing the willingness, as well as the intention to perform the action. "ໄດ" is placed at the end of the sentence before the yes/no question particle. When responding, it is used at the beginning and after the verb. When extending a commitment invitation in English, a missionary uses the phrase "Will you ...." to show the importance of the task and to hold the investigator responsible to the commitment. In Laotian, "ໄດ້ບໍ່" is used in extending commitments because it is asking if they are able and willing to complete the task.

When asking if someone is able to do something you add "ໄດ້ບໍ່" to the end of the sentence**.**

Grammar**:** Q: S + V + O + ໄດ້ + ບໍ່? Can you_____?

A: ໄດ້, S + V + O + ໄດ້. Can, I can_____.

A: ບໍ່, S + V + O + ບໍ່ໄດ້. Can't, I can't_____.

***Note:** When responding to the question, "ໄດ້" or "ບໍ່/ບໍ່ໄດ້" are stated first. Then the complete sentence follows after.

Examples:

Q: ພວກເຮົາກັບມາສອນເຈົ້າອີກໄດ້ບໍ່?	Q: ເຈົ້າອ່ານຮີລາມັນບົດທີ່ສິບໄດ້ບໍ່?
***Can** we come back and teach you again?*	***Can** (will) you read Helaman chapter 10?*
A: ໄດ້, ພວກເຈົ້າກັບມາໄດ້.	A: ໄດ້,ຂອ້ຍອ່ານຮີລາມັນບົດທີ່ສິບໄດ້.
*Yes (**Can**), you can come back.*	*Yes (**Can**), I can read Helaman chapter 10 .*
Q: ພວກເຮົາກັບມາສອນເຈົ້າອີກໄດ້ບໍ່?	Q: ເຈົ້າຊິອ່ານຮີລາມັນບົດທີ່ສິບໄດ້ບ?
***Can** we come back and teach you?*	***Can** (will) you read Helaman chapter 10?*
A: ບໍ່, ພວກເຈົ້າກັບມາສອນບໍ່ໄດ້.	A: ບໍ່ໄດ້,ຂອ້ຍຊິອ່ານຮີລາມັນບົດທີ່ສິບບໍ່ໄດ້ .
*No, you **cannot** come back and teach.*	*No, I **cannot** read Helaman chapter 10.*

Note*:* ໄດ້/ບໍ່ໄດ້ *do not always have to be said in front of the subject or at the beginning of a sentence.*

ເປັນ

33b

ເປັນ can also be used to express **able to**. However, it does not specify whether or not you are able to do some task immediately. When using this word you are telling the person that you know how to (are able to) do something, not that you can do it right now. Do not get this mixed up with the verb **to be** even though the spelling and pronounciation are the exact same. It is helpful to think of questions using ເປັນ translated as, "do you know how to...?"

Expressing

Grammar: Q: S + V + O + ເປັນ + ບໍ່? Can you_____?

A: ເປັນ, S + V + O + ເປັນ. Can, I can_____?

A: ບໍ່ເປັນ, S + V + O + ບໍ່ເປັນ. Can't, I can't_____?

Examples:

Q: ເຈົ້າອ່ານພາສາລາວເປັນບໍ່?	Q: ເຈົ້າອ່ານພາສາລາວເປັນບໍ່?
***Can** you read Lao?*	***Can** you read Lao?*
A: ບໍ່ເປັນ, ຂອ້ຍອ່ານພາສາລາວບໍ່ເປັນ.	A: ເປັນ,ຂອ້ຍອ່ານພາສາລາວເປັນ.
*No, I **cannot** read Lao.*	*Yes, I **can** read Lao.*
Q: ເຈົ້າຂຽນໂຕລາວເປັນບໍ່?	Q: ເຈົ້າອະທິຖານເປັນບໍ່?
***Can** you write Lao?*	***Can** you pray?*
A: ບໍ່ເປັນ, ຂອ້ຍຂຽນໂຕລາວບໍ່ເປັນ.	A: ເປັນ, ຂອ້ຍອະທິຖານເປັນ.
*No, I **cannot** write Lao.*	*Yes, I **can** pray.*

Activities (see answers on p. 238)

Learn on Your Own

A. Fill in the Blank

On a separate sheet of paper, write the correct use of the grammar to complete each sentence. Pay special attention to whether or not the question is about knowing how or being able to do an action. Check your answers.

1. _____,ຂອ້ຍອ່ານຂໍ້ນີ້ໄດ້.
2. ເຈົ້າເຊົາສູບຢາ_____?
3. ເຈົ້າອ່ານພຣະຄຳພີມໍມອນປະຈຳມື້____?
4. ເຈົ້າອະທິຖານເພື່ອຮູ້ວ່າຄຳສອນເຫລົ່ານີ້ແທ້ຈີ່ໆ_____?
5. _____ ,ລາວເວົ້າພາສາໄທບໍ່ເປັນ.
6. ບໍ່,ຂອ້ຍໄປໂບດອາທິດນີ້_____.

B. Translation

Translate the following sentences using ໄດ້ບໍ່ and ເປັນບໍ່. Check your answers.

1. Will you be baptized on August 3rd?
2. Can you read Thai?
3. Can you pray?
4. May we come back and teach you again?
5. No, I cannot read Laotian.
6. Yes, I will come to church.

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ເຈົ້າຊິໄປໂບດອາທິດນີ້ບໍ່?
2. ເຈົ້າອ່ານພາສາລາວໄດ້ບໍ່?
3. ຂອ້ຍຮັກສາກົດເງິນສອ່ນສິບບໍ່ເປັນ.
4. ໄດ້,ຂອ້ຍອ່ານຂໍ້ນີ້ບໍ່ໄດ້.
5. ເຈົ້າໄປພຣະວິຫານເປັນບໍ່?
6. ເຈົ້າເຊີນເພື່ອນຂອງເຈົ້າມາໂບດ?

D. Error Correction

Each sentence is either correct or has one error. Write down the correct form or say it to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today which use the correct form of the word.

1. ເຈົ້າຮັບບັບຕິດສະມາອີກສອງອາທິດໄດ້ບໍ່?
2. ຂໍໂທດ,ລາວອ່ານພາສາລາວບໍ່ໄດ້.
3. ບໍ່ເປັນ,ຂອ້ຍແບ່ງປັນປະສົບການນຳລາວບໍ່ໄດ້.
4. ເຈົ້າຊິຮັກສາກົດພິມມະຈັນໄດ້ບໍ່?
5. ເຈົ້າຊິອະທິຖານນຳຄອບຄົວຂອງເຈົ້າບໍ່?
6. ຂອ້ຍອະທິຖານເປັນພາສາລາວບໍ່ເປັນ.

E. *Preach My Gospel* Activity (~15 min.)

Choose one of the lessons from ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ Chapter 3, and turn to the front of that chapter where the commitments are listed. Write out each commitment using ໄດ້ບໍ່, and check with your companion to see whether it is correct. Next, practice extending these commitments to your companion. Think of an upcoming lesson and the commitments that you would like to leave. Practice writing out the commitments using the grammar principle, and then say them out loud.

F. Scripture Activities (~20 min. each)

1. Read the words of Alma which he gave to the people of Zarahemla in Alma 5:53-54. Notice the times he uses ໄດ້ບໍ່ in these verses. Think of the questions he is asking and how you would respond to them. Share this scripture with your companion, and discuss your role as members of the church according to these verses.

2. Read Moroni 10: 6-11. Using the grammar principles learned in this lesson, write down what a good or evil man can and cannot do. In addition, think of another comparison using the grammar principle and prepare a lesson in which you could share both the scripture and your comparison. Share this lesson with your companion.

G. Language Study Plan Activities (~20 min. each)

1. "Learn grammar," bullet 2. Prepare questions that you will ask during your planned activities today that use ໄດ້ບໍ່. Practice speaking and writing these questions.
2. "Actively listen" bullet 5. Listen carefully to the responses that natives give after you extend a commitment or ask them an ability question. Notice how they respond and the commitment level included in their response.

Learn with Your Companion

H. Extending Commitment Invitations (35 min.)

Choose a lesson that you will be teaching this week, and decide which commitments you would like to leave with them according to their needs and understanding. As a companionship, plan out the lesson and decide when you will leave the commitments. Practice teaching a portion of the lesson, and focus on one of the commitments. After you've practiced teaching, talk about the possible responses (positive or negative) that the investigator could have in regards to the commitment. Talk about how you could change the way you teach or extend the commitment so that they will keep the commitment. Practice doing this with each commitment in the lesson.

I. Re-Contact a Former Investigator (~30 min.)

Look over the former investigator records in your area book and choose two individuals. Read their record, and see which commitments they kept and which they did not keep. Discuss as a companionship why they may not have kept the commitments, including concerns. Practice extending these commitments or others that you feel they need at this time, and make sure to focus on what you would say to help them overcome their concerns as well. If possible, try to contact these individuals and teach them focusing on the commitments that you have practiced.

Learn with a Native Speaker

J. "**Can you read Laotian?"** (~15 min.)

Study the section in Chapter 10 of ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ "How to Begin Teaching" as a companionship, in preparation for a first appointment with a new investigator who is a native speaker. During this preparation, figure how and when you would ask whether or not they are able to read Laotian, Thai, or English. Try this at the next opportunity, and discuss how the native responded to your questions. If needed, change your approach or question according to how the investigator responded. Try this again.

K. Commitments: the Steps of Conversion (Preparation ~15 min. - Lesson ~30 min.)
Make an appointment to visit a recent convert who is a native speaker. Prepare a lesson about conversion and the steps of conversion. In this lesson, ask the member what commitments helped them progress the most and why. Ask them how the tone of the commitment effected the way they responded to the commitment. Choose a few commitments from Lesson 1, and practice commiting the member using the grammar learned in this lesson. Ask the member to give you feedback as to how the commitments felt to them.

Learn with Your District

L. District Discussion/Practice (Discussion ~25 min. - Practice ~15 min.)
Some investigators that you will teach will not know how to read, and it can be a sensitive issue that you will need to know about and work with. As a district, discuss ways that you would help someone who is unable to read gain a testimony of the Book of Mormon. Think of appropriate activities and commitments you could leave with them. Once you have brainstormed for ideas, break up into groups of 3 or 4. Two will be the missionary companionship, and the other(s) will be investigator(s). Using the grammar lesson from this lesson, begin by asking whether or not they are able to read Laotian, Thai, or English Then share a short lesson and leave them with a commitment that they could do to increase their faith in Christ and gain a testimony of the Book of Mormon even though they cannot read. Discuss how the scenario went as a district.

To request/formally ask-ຂໍ

Examples from *Vocabulary and Phrases*

I **ask** thee to bless my family.	ຂໍໃຫ້ພຣະອົງອວຍພອນຄອບຄົວຂອງຂະນ້ອຍ.
May I share a scripture that helped me?	ຂ້ອຍຂໍແບ່ງປັນຂໍ້ຄວາມພຣະຄຳພີທີ່ໄດ້ຊ່ອຍຂ້ອຍໄດ້ບໍ່?
May I please share an experience with you?	ຂ້ອຍຂໍແບ່ງປັນປະສົບການນຳເຈົ້າໄດ້ບໍ່?
Will you read the Book of Mormon?	ຂໍເຈົ້າອ່ານພຣະຄຳພີມໍມອນແດ່?

Explanation

33a

This grammar principle is used when requesting or asking someone for an object, or to perform a task. There are two parts to asking/requesting politely. First is to use "ຂໍ" which means **to request/ to ask/ will you/ can you** (formal) followed by the thing you are asking them to do. The sentence is ended by saying "ແດ່" which makes the request polite. ໄດ້ບໍ່ can also be used in place of ແດ່.

Grammar: Q: ຂໍ + S + V + O + ແດ່ + (*ຫ້ອນ)?

Q: ຂໍ + S + V + O + ໄດ້ບໍ່?

A: ໄດ້ + S + V + O + ໄດ້?

A: ບໍ່ໄດ້ + S + V + O + ບໍ່ໄດ້?

33b

Note: ແດ່ can be omitted. This request is also different from using "can" (ໄດ້) as a question. When using "ຂໍ" you are not asking someone if they can do something. It is a simple, direct, formal request. However, using ໄດ້ is the correct way to respond. When asking a "may I..." question, always use ໄດ້ບໍ່.

*Adding ຫ້ອນ after ແດ່ at the end of the sentence gives it more of an urgent feeling. It means "please, I beg of you."

Expressing

Examples:

Q: ຂໍອ່ານພຣະຄຳພີຂໍ້ນີ້ໄດ້ບໍ່? **Will** *(**can**) you read this scripture?* A: ໄດ້, ຂ້ອຍອ່ານໄດ້. *Yes, I **can** read the scripture.*	Q: ຂໍເຈົ້າອະທິຖານແດ່? ***Will** (**can**) you say the prayer?* A: ໄດ້, ຂ້ອຍອະທິຖານໄດ້. *Yes, I **can** say the prayer.*	Q: ຂໍເວົ້າອີກແດ່? ***Will** (**can**) you say it again?* A: ໄດ້, ຂ້ອຍເວົ້າອີກກໍໄດ້. *Yes, I **can** say it again.*
Q: ຂໍສະກົດໄດ້ບໍ່? ***Will** (**can**) you spell it for me?* A: ໄດ້, ຂ້ອຍສະກົດໄດ້. *Yes, I **can** spell it for you.*	Q: ຂໍໃຫ້ພວກເຮົາກັບມາສອນເຈົ້າອີກໄດ້ບໍ່? ***May** we come back and teach you again?* A: ໄດ້, ເຈົ້າກັບມາສອນເຮົາໄດ້. *Yes, you **can** come back and teach us.*	Q: ຂໍນ້ຳກິນໄດ້ບໍ່? ***May** I have a drink of water?* A: ໄດ້, ເຈົ້າກິນນ້ຳກໍໄດ້. *Yes, you **can** have a drink of water.*

Activities (see answers on p. 238)

Learn on Your Own

A. Translate

On a separate sheet of paper, translate each phrase into a request asking someone to do the following task for you. Check your answers.

1. Tell me about your family.
2. Share your favorite scripture with me.
3. Describe your feelings.
4. Read Alma 5.
5. Tell me your thoughts.
6. Pray right now.
7. Come to the ward party this Wednesday.
8. Pray to know that Joseph Smith was a prophet.

B. Common Errors
Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section.

1. ຖາມຂອ້ຍແບ່ງປັນປະຈັກພະຍານນຳເຈົ້າແດ່?
2. ກະລຸນາອ່ານຂໍ້ນີ້?
3. ຂະນອ້ຍຂໍວ່າພຣະອົງຊົງອວຍພອນຄອບຄົວຂອງຂະນອ້ຍ.
4. ຂໍອ່ານຂໍ້ນີ້ແດ່ບໍ?

C. Error Correction
Each sentence is either correct or has one error. Write down the correct form or say it to your companion, and check your answers with those in the answer key. For each question that you miss, write at least two sentences that you could use in your teaching today which use the correct form of the word.

1. ຂໍເຊີນໝູ່ເພື່ອນມາໂບດໄດ້ບໍ?
2. ຂໍໃຫ້ພຣະອົງຊົງຊ່ອຍຜູ້ສິນໃຈຂອງພວກຂະນອ້ຍ?
3. ຂໍເລົ່າເລື່ອງໃຫ້ຂອ້ຍຟັງແດ່?
4. ຂະນອ້ຍຂໍວ່າພຣະເຈົ້າຊົງອວຍພອນຄອບຄົວຂອງຂະນອ້ຍ?
5. ຂໍຮັກສາພຣະບັນຍັດຂອງພຣະເຈົ້າແດ່ບໍ?
6. ຂອ້ຍຂໍແບ່ງປັນຂໍ້ພຣະຄຳພີໄດ້ບໍ?

D. Scripture Activity (~20 min.)
1. Read the following chapters about Christ praying for others. Notice the times when the grammar principle is used, and in what context it's used. Next, write down a list of things you would like to ask God that would benefit your investigators, and practice them in your prayers.

John 17 3 Nephi 19

E. Language Study Plan Activities (~15 min. each)
1. "Learn grammar," bullet 4. Look for opportunities throughout the day to use the grammar you've used. Opportunities such as asking for an object, requesting an action, and giving commitments are very common.

2. "Actively listen," bullet 3. When listening, identify the pattern used to request something, and pay attention to which word is used at the end for which context.

Learn with Your Companion

F. Sharing a Scripture (Prep./Review ~20 min. - Practice ~10 min.)
Look over your plans for this week and identify one appointment you have with an investigator. After discussing their needs and what you will teach, each of you will choose one scripture that you would like to share in the lesson. Review the steps for sharing a scripture in the language, and focus on using the grammar principles learned in this lesson both to introduce the scripture and for discussion afterwards. Take turns sharing your scriptures with each other and give feedback on whether or not you used the grammar principle correctly. Remember to use the grammar principle in follow-up questions to discover their thoughts and feelings. Follow your plans in the upcoming lesson.

Learn with a Native Speaker

G. Ask a Member (~10 min.)
Find a member and ask them the question "If you could speak with God right now, what would you ask Him for?" Pay attention to how the native speaker uses the grammar principle in their response.

Learn with Your District

H. Pick-a-Principle Activity (Preparation 20 min. - Practice ~20 min.)
Write the principles from the 1st lesson on small pieces of paper and place them in a container. Have each companionship choose one piece of paper containing the principles from the 1st lesson. Instruct them to prepare a mini lesson including a scripture/experience and a commitment. Have them focus on using the grammar principle correctly while sharing a scripture, sharing an experience, and in their commitments. Give them time to teach another companionship and receive feedback on how they used the grammar principle. After everyone has taught and received feedback, have all the companionships gather together and discuss how this grammar principle will help them as they teach their investigator and bring them unto Christ.

ໃຫ້ - all four ways

Examples from *Vocabulary and Phrases*

We prepared this lesson **for** you.	ເຮົາຕຽມບົດຮຽນນີ້ໃຫ້ເຈົ້າ.
We brought this Book of Mormon **for** you.	ເຮົາເອົາພຣະຄຳພີມໍມອນນີ້ມາໃຫ້ເຈົ້າ.
God will **let** us choose for ourselves.	ພຣະເຈົ້າຊິໃຫ້ເຮົາເລືອກທາງເອງ.
Reading the Book of Mormon **makes** me happy.	ການອ່ານພຣະຄຳພີມໍມອນເຮັດໃຫ້ຂ້ອຍດີໃຈ.

Explanation

There are four ways to use the word "ໃຫ້".

ໃຫ້ - for the benefit of someone or something	ໃຫ້ - to give something to someone
ໃຫ້ - to let or to have someone do something	ໃຫ້ - to have or to cause someone to do or feel something

35a

Expressing

1. ໃຫ້ - for the benefit of someone or something

You must ask yourself: "Is what I am doing or giving for the benefit of someone or something?"

Grammar: S + V + ໃຫ້ + O/Pronoun

ພຣະເຢຊູຄິດຊົດໃຊ້ບາບໃຫ້ທຸກຄົນ. *Jesus Christ atoned **for** everyone.*	ເຮົາໄດ້ຕຽມບົດຮຽນໃຫ້ເຈົ້າ,ບະລາເດີແສງເອີຍ. *We prepared a lesson **for** you, Bro. Sang. (*ເອີຍ is a particle used to address someone with whom you are familiar)
ຂອ້ຍຮັບໃຊ້ໃຫ້ພຣະເຢຊູຄິດ. *I am serving **for** Jesus Christ.*	ເຮົາຄົວອາຫານໃຫ້ຜູ້ສົນໃຈກິນ. *We made dinner **for** our investigators.*

35b

2. ໃຫ້ - to give something to someone

This word is used when you are giving a tangible or non-tangible object to someone.

Grammar: S + V + O + ໃຫ້ + Pronoun

ເຮົາເອົາພຣະຄຳພີມໍມອນເຫລັ້ມນີ້ມາໃຫ້ເຈົ້າ. *We brought this Book of Mormon **for** you.*	ຂອ້ຍຊື້ຮູບພຣະເຢຊູຄິດໃຫ້ເຈົ້າ. *I bought this picture of Christ **for** you.*
ຂອ້ຍຂຽນປະຈັກພະຍານຂອງຂອ້ຍໃນຈົດໝາຍແລະສົ່ງໄປໃຫ້ພໍ່ແມ່ຂອງຂອ້ຍ. *I wrote my testimony in a letter and sent it **to** my parents.*	ເຮົາມີຮູບແຜນແຫ່ງຄວາມລອດໃຫ້ເຈົ້າ. *We have a picture of the Plan of Salvation **for** you.*

35c

3. ໃຫ້ - to let or to have someone do something

This word is used is when permission is given to someone to do an action.

Grammar: S + ຊິ + ໃຫ້ + Pronoun + V

ພຣະເຈົ້າຊິໃຫ້ເຮົາໃຊ້ສິດທິການເລືອກຂອງເຮົາ. *God will **let** us use our agency.*	ແສງຊິໃຫ້ເຮົາສອນເພິ່ນວັນຈັນບໍ? *Is Sang going to **let** us teach him on Monday?*

ນາຍຄູຊິໃຫ້ເຮົາເວົ້າພາສາລາວ. *Our teacher will **allow** us to speak Laotian.*	ເຈົ້າຊິໃຫ້ເຮົາອະທິຖານໃຫ້ຄອບຄົວຂອງເຈົ້າໄດ້ບໍ? *Will you **let** us pray for you and your family?*

4. ໃຫ້ - to have or to cause someone to do or feel something

This word is used with a verb, and it states that something or someone made you or someone else do, think, or feel something.

35d

Grammar: S + V and ໃຫ້ + Pronoun/O + V

Note: To indicate that someone is being prompted or forced to feel or do something, a verb must preceed ໃຫ້.

ການອ່ານພຣະຄຳພີເຮັດໃຫ້ຂອ້ຍຮູ້ສຶກດີໃຈ. *Reading the scriptures **makes** me feel happy.*	ພຣະເຈົ້າຢາກໃຫ້ເຮົາມີສັດທາ. *God wants **for** us to have faith.*
ການໄປໂບດເຮັດໃຫ້ຂອ້ຍຮັບຮູ້ພຣະວິນຍານບໍລິສຸດໄດ້ດີຂຶ້ນ. *Going to church **makes** me recognize the Spirit better.*	ການອະທິຖານເຮັດໃຫ້ຂອ້ຍຮູ້ສຶກຄວາມສະຫງົບ. *Praying **makes** me feel peace.*

There are other ways to convey **to have** or **to cause someone to do something or feel something**.'

Examples:

Subject + ຢາກໃຫ້ (would like to have/cause)+ Pronoun + Verb
ຂໍໃຫ້ (request to have/cause)
ສັ່ງໃຫ້ (order to have/cause)
ບອກໃຫ (tell to have/cause)
ຕອ້ງການໃຫ (need to have/cause)

Expressing

Activities (see answers on p. 239)

Learn on Your Own

A. Translation Activity

Below are sentences written in English. All of the sentences have a different use for the word "ໃຫ້." First, translate the sentence and then figure out which "ໃຫ້" you would use and why. Check your translations in the answer section.

1. We prayed for you that you would receive an answer from God.
2. I have an experience for you to hear about trials.
3. God will never let the prophet lead us astray.
4. The spirit has prompted me to tell you that God knows you.
5. Jesus Christ died for us so we could return to live with God.
6. The Gift of the Holy Ghost was given for us to know good and evil.
7. Will you let us give you a blessing?
8. Praying makes me feel that someone is listening to me.

B. Complete the Sentences

Below are a list of incomplete sentences. Figure out which "ໃຫ້" to use, ask yourself why, and then put the word ໃຫ້ in the correct spot in the sentence. Check your answers.

1. ເມື່ອຂອ້ຍຮັບໃຊ້ຄົນອື່ນມັນຊ່ອ່ຍຂອ້ຍຮູ້ສຶກຄວາມຮັກຂອງພຣະອົງ.
2. ພຣະເຈົ້າຊິເຮົາເຮັດຜິດເພື່ອຮຽນ.
3. ພຣະເຈົ້າຊົງຢາກເຮົາຮູ້ສຶກເຖິງຄວາມຮັກຂອງພຣະອົງ.
4. ພຣະເຈົ້າປະທານພຣະຄຳພີແກ່ເຮົາເພື່ອຮູ້ຄວາມຈິງ.
5. ພຣະຄຳພີຂໍ້ນີ້ເຮັດຂອ້ຍເຂົ້າໃຈຫລັກທຳສັດທາ.
6. ເຈົ້າຊິເຮົາກັບມາເພື່ອຖາມເຈົ້າກ່ຽວກັບຄຳອະທິຖານຂອງເຈົ້າໄດ້ບໍ?
7. ພຣະເຈົ້າປະທານຖານະປະໂລຫິດເຮົາໃນໂລກນີ້.
8. ເຮົາອົດອາຫານເພື່ອເຈົ້າເຊົາສູບຢາ.

C. Forming Sentences

Below are situations where "ໃຫ້" could be used. Read the situation, and figure out which "ໃຫ້" would be best for the situation. Make sure the sentences you create are in the context of speaking to your investigator. All four "ໃຫ້'s" must be used at least twice. Practice with your companion so they can help you.

Example**:** Sharing a scripture = ຂ້ອຍມີຂໍ້ຄວາມພຣະຄຳພີໃຫ້ເຈົ້າ. (I have a scripture for you.)

1. Talking about the blessings you have received from Law of Tithing
2. Teaching about agency
3. Sharing an experience
4. Reading 1 Nephi 3:7
5. Sharing a boat analogy related to faith and works
6. Teaching about sin
7. Giving thanks for Atonement
8. Sharing your testimony of the Word of Wisdom

D. Common Errors

Figure out what is wrong with each sentence, determine why it is wrong, and write the correct sentence. Then check your answer against the one listed in the answers section. The translation under the sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Next, pick a principle that you will be teaching today. Write out how you would teach it, and check to make sure you didn't make any of these errors.

1. ເຮົາຕຽມບົດຮຽນນີ້ສຳລັບເຈົ້າ.
   We prepared this lesson for you.
2. ການເຊື່ອຟັງເຮັດຂ້ອຍຮູ້ສຶກຄວາມໝັ້ນຄົງ.
   Being obedient makes me feel confidence.
3. ເຮົາມີປຶ້ມຫົວນ້ອຍຂອງບົດຮຽນສຳລັບເຈົ້າ.
   We have a pamphlet of the lesson for you.
4. ພຣະເຈົ້າຊ໋ອະນຸຍາດເຮົາເລືອກທາງເອງ.
   God will let us make our own choices.
5. ເຮົາສາມາດຮຽນຕົວເອງວ່າພຣະຄຳພີມໍມອນແທ້ຈິງ.
   We can learn for ourselves that the Book of Mormon is true.
6. ເປັນຫຍັງການຮັບໃຊ້ຈຶ່ງເຮັດຂ້ອຍຮູ້ສຶກດີ?
   Why does service make us feel good?

E. Error Corrections

Each sentence is either correct or has one error. Write down the correct form or say it to your companion, and check your answers with those in the answer key. For each question that you miss, write at least two sentences that you could use in your teaching today which use the correct form of the word.

1. ຂ້ອຍມີປະສົບການທີ່ຢາກເລົ່າເຈົ້າຟັງ.
2. ເມື່ອຂ້ອຍອ່ານພຣະຄຳພີມໍມອນ,ມັນເຮັດຂ້ອຍຮູ້ສຶກດີ.
3. ເຮົາຢາກມອບພຣະຄຳພີມໍມອນເຫຼັ້ມໜຶ່ງເຈົ້າ,ເພື່ອວ່າເຈົ້າສາມາດຮັບຮູ້ຄວາມຈິງຂອງມັນໄດ.
4. ຂ້ອຍຕຽມແຜນບົດຮຽນນີ້ສຳລັບເຈົ້າ.
5. ພຣະເຈົ້າຊົງສິ່ງພຣະວິນຍານບໍລິສຸດເພື່ອໃຫ້ເຮົາມີຄວາມຫວັງ.
6. ພຣະວິນຍານບໍລິສຸດຊ່ອຍສຳລັບຂ້ອຍເລືອກທາງດີ.

F. Language Study Plan Activities (~20 min. each)

1. "Actively listen," Bullet 3. Listen carefully throughout the day today, and pay attention to when native speakers use the word "ໃຫ້" in all of their different uses. Why do they use them? Do you use them in the same way? How do they use them?

2. "Learn Grammar," Bullet 2. Prepare several sentences in your next lesson plan that use this grammar principle. Make sure to use all four ways in your lesson plan.

Learn with Your Companion

G. Count Your Blessings Activity (~20 min.)
Share with each other all the great things the Lord has done for you and the blessings He has given you. Make sure to use this grammar principle as you do so. After you are done, think of ways you could share some of these things with an investigator who may have some concerns.

H. Relevance Lesson (Preparation ~15 min. - Lesson ~30 min.)
If possible, identify an investigator who is having trouble with commitments or who is apathetic about learning. Choose a particular lesson and come up with as many specific blessings as possible that would apply to the investigator. As you do

so, make sure to use all the forms of "ໃຫ້." The purpose is to help your investigator to see that the gospel has relevance and application in their life.

Learn with a Native Speaker

I. Gospel Blessings Lesson (Preparation ~20 min. - Activity ~20 min.)
Identify a member in your area who is a recent convert and prepare a list of questions that will help you to understand what the gospel has done for them in their life. Pay attention to how they use the "ໃຫ້" principle. After they are done, share with them what the gospel has done for you while mimicking the native speaker.

Learn with Your District

J. District Teaching Activity (~40 min.)
Choose an investigator from the district who has a specific concern. Discuss in Laotian what the missionaries could do to help them progress. Talk about which scriptures, experiences, and analogies they could share. Discuss the specific blessings that the missionaries could promise the investigator. At the end, have each companionship practice teaching each other.

"For"- all six ways

Examples from *Vocabulary and Phrases*

God sent us to the earth **in order to** be tested.	ພຣະເຈົ້າໄດ້ສົ່ງພວກເຮົາມາໂລກເພື່ອຮັບການທົດລອງ.
Brother Smith came and taught **for** Bro. Green.	ບາລະເດີສະມິດມາສອນແທນບາລະເດີຂຽວ.
I will bring the book here **for** you.	ຂ້ອຍຊິເອົາປຶ້ມມາໃຫ້ເຈົ້າ.
We thank thee **for** thy son, Jesus Christ.	ພວກຂະນ້ອຍຂອບພຣະໄທພຣະອົງສຳລັບພຣະບຸດຂອງພຣະອົງ, ພຣະເຢຊູຄິດ.
I have been a missionary **for** two months.	ຂ້ອຍເປັນຜູ້ສອນສາດສະໜາໄດ້ສອງເດືອນ.
Alma and the sons of Mosiah were missionaries **for** fourteen years.	ແອລມາກັບພວກບຸດຂອງກະສັດໂມໄຊຢາເປັນຜູ້ສອນສາດສະໜາເປັນເວລາ ສິບສີ່ປີ.
Thank you **for** letting us teach you.	ຂອບໃຈທີ່ໄດ້ໃຫ້ເຮົາສອນເຈົ້າ.

Explanation

36a

There are six ways to convey the word **for**. The word **for** in Laotian is not the same as in English. For example, when buying something for someone, doing something for someone, and expressing thanks for doing something etc., there must be a different word used. Below are a list of the different ways to convey the word **for** and their translation.

Expressing

Laotian	English	Sentence Structure	Examples
ເພື່ອ/ ເພື່ອໄດ້	*in order to, in order that, in order to obtain*	S + V + ເພື່ອ/ເພື່ອໄດ້ + O	ລາວສຶກສາເພື່ອຮູ້ວ່າຊິສອນຫຍັງ. *He studies **so** he can know what to teach*
ແທນ	*in place of, in behalf of, substitution*	S + V + ແທນ + O (must always come after the verb but before the thing it is replacing)	ເຮົາສອນແທນພຣະເຢຊູຄິດ. *We teach **in place of** Jesus Christ*
*ໃຫ້	*for, to give*	S + V + ໃຫ້ + object/noun	ຂ້ອຍຊື້ພຣະຄຳພີເຫລັ້ມໃຫ່ມໃຫ້ເຈົ້າ. *I bought new scriptures **for** you.*
ສຳລັບ	*"Thanks <u>for</u> the gift." (objects). Used for gratitude in prayers.*	S + V + ສຳລັບ + object/noun	ຂອບໃຈສຳລັບອາຫານ. *Thank you **for** the food.*
ເປັນເວລາ ໄດ້....ແລ້ວ	*used to designate a certian amount of time not counting from the present* *used to designate a certain amount of time from the present*	S + V + ເປັນເວລາ/ໄດ້ + amount of time	ເຮົາສຶກສາເປັນເວລາສາມຊົ່ວໂມງ. *We study **for** three hours.* ຂ້ອຍເປັນສະມາຊິກໄດ້ຫ້າປີແລ້ວ. *I've been a member **for** 5 years.*
ທີ່ໄດ້	*appreciation for doing an action*	S + V + ທີ່ໄດ້ + V + O	ຂ້ອຍກະຕັນຍູທີ່ໄດ້ເວົ້າຢູ່ໂບດມື້ນີ້. *I am grateful to speak today at church.*

***Note:** see the lesson entitled "ໃຫ້- all four ways" for an extended explanation on how to use "ໃຫ້".

36b

Additional Note: ໄດ້....ແລ້ວ is more commonly used to designate a time leading up to the present (ex: "I've been learning Laotian for one year" or "I've been serving for 8 months.") and not just stating an amount of time (ex: Joseph Smith prepared for 4 years to receive the Book of Mormon). ເປັນເວລາ would be used in the latter sentence.

Additional Examples:

ຂະນ້ອຍຂອບພຣະໄທພຣະອົງສຳລັບ ຄອບຄົວຂອງຂະນ້ອຍ. *I thank thee **for** my family.*	ຂ້ອຍເປັນຜູ້ສອນສາດສະໜາເປັນເວລາ ສາມເດືອນແລ້ວແລະຂ້ອຍດີໃຈຫລາຍ. *I have been a missionary **for** three months, and I love it.*	ພຣະຄຳພີມໍມອນມີໄວ້ເພື່ອຊ່ອຍເຮົາເຂົ້າໃຈ ແຜນຂອງພຣະຜູ້ເປັນເຈົ້າ. *We have the Book of Mormon **in order to** help us understand God's plan.*
ສາດສະດາສອນແທນພຣະເຢຊູຄິດ. *The prophet teaches **in place of** Jesus Christ.*	ຂ້ອຍອ່ານພຣະຄຳພີເພື່ອຮູ້ສຶກ ພຣະວິນຍານ. *I read the scriptures **(in order) to** feel the spirit.*	ຂະນ້ອຍຂອບພຣະໄທພຣະອົງສຳລັບພອນ ຂອງຂະນ້ອຍ. *I thank thee **for** my blessings.*

ຂອບໃຈທີ່ໄດ້ໃຫ້ເຮົາມາສອນ. *Thank you **for** letting us come teach*	ບາລະເດີແສງມາແທນອະທິການ. *Brother Sang came **in place of** the Bishop.*	ການຮັບໃຊ້ເປັນຜູ້ສອນສາດສະໜາຂອງ ຂ້ອຍເປັນການເສຍສະລະໃຫ້ພຣະເຢຊູຄິດ. *My missionary service is a sacrifice **for** Jesus Christ.*
ສາດສະໜາຈັກຂອງພຣະເຢຊູຄິດຖືກຟື້ນຟູ ຢູ່ໂລກນີ້ໄດ້ລ້ອຍປີປາຍແລ້ວ. *Christ's church was restored to the earth **(for)** over 100 years ago.*	ຂ້ອຍອະທິຖານເພື່ອຕິດຕໍ່ກັບພຣະເຈົ້າ. *I pray **so as to** communicate with God.*	ຂອບໃຈທີ່ໄດ້ອະທິຖານກ່ຽວກັບພຣະຄຳພີ ມໍມອນ. *Thank you **for** praying about the Book of Mormon.*

"For"- To state a purpose or Use

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"ມີໄວ້ເພື່ອ/ມີໄວ້ສຳລັບ" is a special way in Laotian to express the "purpose" of a noun or what it is used for. An example of this in English is the phrase: "The Gospel is here to help our families" or "The purpose of the Gospel is to help our families." This can be a very helpful phrase when you want someone to understand the importance of something.

Grammar: S + ມີໄວ້ເພື່ອ/ມີໄວ້ສຳລັບ + V + O.

Examples:

ພຣະຄຳພີມໍມອນມີໄວ້ເພື່ອຊ່ອຍເຮົາຮູ້ວ່າໂຢເຊັບສະມິດເປັນ ສາດສະດາທີ່ແທ້ຈິງຂອງພຣະເຈົ້າ. ***The purpose of** the Book of Mormon is to help us know that Joseph Smith is a true prophet of God.*	ການອະທິຖານມີໄວ້ເພື່ອຕິດຕໍ່ນຳພຣະຜູ້ເປັນເຈົ້າ. ***The purpose of** prayer is to communicate with God.*
ພິທີການສິນລະລຶກມີໄວ້ສຳລັບຫຍັງ? *What is **the purpose of** the Sacrament?*	ຄວາມທຸກທໍລະມັນມີໄວ້ເພື່ອຊ່ອຍເຮົາເຂັ້ມແຂງຂຶ້ນ. *We have trials **to** help strengthen us.*

Expressing

Activities (see answers on p. 239)

Learn on Your Own

A. Translation Activity

Below are sentences written in English. Translate the sentences and make sure to use the correct **for**.

Example statement: I study Laotian so I can teach the Laotian people.
Example answer in Laotian: ຂ້ອຍສຶກສາພາສາລາວເພື່ອວ່າຈະສອນຄົນລາວໄດ້.

1. We pray so we can have the spirit.
2. The purpose of the temple is to seal families forever.
3. Jesus Christ died for us.
4. I am thankful for my family.
5. Missionaries study the Book of Mormon for thirty minutes.
6. I am thankful for the opportunity to be a missionary.
7. Joseph Smith prepared himself for four years to receive the Book of Mormon.
8. Thank you for the Book of Mormon.
9. I am teaching for Elder Brown.
10. The purpose of faith is to help us trust in God.
11. We go to church so we can learn the gospel.
12. I've been in America for 16 years.
13. I came on my mission for Christ.
14. Will you read the scriptures for 10 minutes everyday?
15. We are missionaries for two years.
16. Thank you for coming to church.

B. Fill in the blank.
On a separate sheet of paper write which **for** would be appropriate for each sentence. Check your answers in the back when you finish.

1. ຂ້ອຍສຶກສາພາສາລາວ___ ສອນຄົນລາວ.
2. ສາດສະດາສອນ ___ ພຣະເຢຊູຄິດ.
3. ພຣະຄຳພີມໍມອນເຫລັ້ມນີ້ ___ ເຈົ້າ.
4. ຂະນ້ອຍຂອບພຣະໄທພຣະອົງ_____ ຄອບຄົວຂອງຂະນ້ອຍ.
5. ຂ້ອຍເປັນຜູ້ສອນສາດສະໜາ___ ແປດເດືອນ___.
6. ຂອບໃຈ ___ ໃຫ້ເຮົາມາສອນເຈົ້າ.
7. ຂອບໃຈ ___ ອ່ານພຣະຄຳພີມໍມອນ.
8. ມື້ນີ້ຂ້ອຍສຶກສາພຣະຄຳພີ ___ສອງຊົ່ວໂມງ.
9. ຂອບໃຈ ___ ອາຫານນີ້.
10. ພຣະຄຳພີ__ຊ່ອຍເຮົາຮູ້ຈັກພຣະເຈົ້າ.
11. ຂ້ອຍມາ ___ ແອວເດີບະເລີ.
12. ພວກເຮົາມາໂບດ ___ຮັບພິທີການສິນລະລຶກ.

C. Matching
Below is a list of different situations where the grammar principle **for** should be used. Each situation fits at least one use of the word **for** and some can use many. Decide which uses of **for** can be used with each situation, then write a sentence that fits the situation for each use of **for**.

1. After eating a meal
2. Promised blessings for keeping the Law of Tithing
3. Teaching about the Atonement of Jesus Christ
4. Expressing your purpose as a missionary to an investigator
5. Describing Sunday church meetings to an investigator
6. Showing gratitude to God during a prayer

Expressing

D. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ຂອບໃຈສຳລັບມາໂຮງຮຽນວັນອາທິດ.
   Thank you for coming to Sunday School.
2. ຜູ້ສົນໃຈໄດ້ອ່ານໃຫ້ສອງຊົ່ວໂມງ.
   The investigator read for two hours.
3. ຂອບໃຈໃຫ້ອາຫານນີ້.
   Thank you for this food.
4. ເຮົາຕຽມບົດຮຽນນີ້ສຳລັບເຈົ້າ.
   We prepared this lesson for you.
5. ເຮົາສອນໃຫ້ບະລາເດີບະເລີ.
   We are teaching for Brother Brown.
6. ເຮົາໄປໂບດສຳລັບຮູ້ສຶກພຣະວິນຍານ.
   We go to church to feel the spirit.
7. ເຮົາສຶກສາໃຫ້ສາມຊົ່ວໂມງ.
   We study for three hours every day.
8. ຂອບໃຈສຳລັບມາພຣະວິຫານ.
   Thanks for coming to the temple.

E. Error Correction
Each question is either correct or has one error. Write down the correct answer or say it to your companion, and check your answers with those in the answer key. For any questions that you miss, write at least two questions that you could use in your teaching today which use the correct form of the word.

1. ເຮົາອະທິຖານທີ່ໄດ້ມີພຣະວິນຍານບໍລິສຸດ.
2. ພຣະເຢຊູຄິດຕາຍສຳລັບສາມມື້.
3. ພວກເຮົາກະຕັນຍູໃຫ້ອາຫານນີ້.
4. ຂ້ອຍຊື້ອັນນີ້ແທນເຈົ້າ.
5. ຂ້ອຍມາສອນໃຫ້ນາຍຄູ.
6. ຂ້ອຍເຮັດການເປັນເວລາສອງປີທີ່ຈະເກັບເງິນພ່ຈ່າຍຄ່າຄອງຊີບຂອງການເປັນຜູ້ສອນສາດສະໜາ.
7. ຂ້ອຍໄປມະຫາວິທະຍາໄລສຳລັບປີໜຶ່ງກ່ອນມາພີ.
8. ເຮົາໄປໂບດສຳລັບລະນຶກເຖິງພຣະເຢຊູຄິດ.
9. ຂອບໃຈເພື່ອມາໂບດ.
10. ພວກເຮົາສອນເຈົ້າເປັນເວລາຊົ່ວໂມງໜຶ່ງ.
11. ຂ້ອຍກະຕັນຍູແທນອ່ານພຣະຄຳພີມໍມອນ.
12. ເຈົ້າສອນໃຫ້ໃຜ?
13. ຂ້ອຍຂອບໃຈເພື່ອອາຫານນີ້.
14. ພຣະເຢຊູຄິດສອນໃຫ້ໜຶ່ງລ້ອຍຄົນຟັງ.

F. Scripture Activity (~20 min.)
Read Enos 1 from the Book of Mormon. On a sheet of paper, retell the story and try to use all of the **for** uses learned in this section. Next, share the story of Enos with your companion and use **for** in every context as you relate the story.

Learn with Your Companion

G. Companionship Discussion (~30 min.)
Look at the teaching record for an investigator that is not progressing. Talk with your companion about the following:

a. What you can do for them (what you can teach)
b. What the Lord can do for them

Practice using all the different forms of **for** during your discussion. Make sure that the focus of this activity is to talk with your companion about your investigator and not just solely focusing on the grammar.

H. Planning Activity (~Duration of Planning Sessions)
In your next weekly and daily planning sessions, follow the steps of planning mentioned in Chapter 8 of *Preach My Gospel* while implementing this grammar principle. As you follow the steps in *Preach My Gospel*, you will see how all the **for**'s can be used. Examples: praying at the end and beginning of planning, the **why**'s for the goals you have set, and back-up plans.

I. Count Your Blessings Activity (~15 min.)
Spend 15 minutes with your companion expressing what you are thankful to the Lord for, as well as what you are thankful for in your companionship. Use all the **for**'s as you are counting your many blessings.

Learn from a Native Speaker

J. Prayer Lesson (Preparation ~15 min. - Lesson ~30 min.)
Prepare a lesson on prayer (what, why, how, how to receive an answer, and when) for an investigator that is having trouble with prayer, and then teach them how to pray. While preparing and teaching the lesson, use as many **for**'s as you can. Understanding the uses of **for** will help you to convey how prayer can be a blessing in your investigator's life.

Learn with Your District

K. District Discussion (~25 min.)
Discuss as a district what it means to represent Jesus Christ. Discuss how poor, as well as good representation may effect how investigators accept the gospel. Together as a district, set goals and make plans to become better representatives of Jesus Christ. During this discussion focus on using this grammar principle correctly.

L. Search the Scriptures Activity (~40 min.)
When we are obediant to a commandment we will always receive the blessing that is connected to that commandment. Together as a district read Doctrine and Covenants 82:10. Afterwards, give each companionship time to identify an investigator who is struggling to keep a specific commitment/commandment. Instruct each of them to search the scriptures for specific blessings that their investigator will receive when they keep the commitment/commandment. Instruct each companionship to practice sharing their scripture and testimony of the promised blessings. Remind the missionaries to use the grammar principle as many times as possible during this activity, because using it will help clarify their meaning.

M. Purpose Activity (~20 min.)
Choose several gospel words (such as Book of Mormon, testimony, Fast Offerings,etc) and write them on the board. Next, give each companionship one of these words and have missionaries in the companionship take turns explaining the purpose of the word. Focus on using the grammar learned in this lesson.

Review: Expressing Desire, Need, Preference, etc.

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking about and expressing desire, need, preference, ability, intention or purpose

- Commands
- Negation
- Can, able to
- ໃຫ້ (all 4 ways)
- For (all six ways)
- Negative commands
- To request

Activities (see answers on p. 239)

Review on your Own

A. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. ບໍ່ເພິ່ນເຂົ້າໃຈບົດຮຽນທີ່ພວກເຮົາສອນ.
2. ບໍ່ລັກສິ່ງຂອງຄົນອື່ນ.
3. ຢູ່ໃນພຣະຄຳພີພຣະເຈົ້າກ່າວຫລາຍເທື່ອວ່າກັບໃຈຈົ່ງ.
4. ເຈົ້າໄດ້ອ່ານພຣະຄຳພີໄດ້ບໍ່?
5. ເຈົ້າຂໍອະທິຖານໄດ້ບໍ່?
6. ພຣະເຢຊູໄດ້ຕາຍສຳລັບເຮົາ.
7. ພຣະເຈົ້າປະທານພຣະຄຳພີມໍມອນເພື່ອເຮົາ.
8. ແຜນຂອງພຣະເຈົ້າໃຫ້ຊ່ອຍເຮົາເລື່ອກທາງເອງ.
9. ພຣະວິນຍານຊີບອກເຮົາຮູ້ພຣະປະສົງຂອງພຣະເຈົ້າ.
10. ເຮົາຕອ້ງສຶກສາສຳລັບຕງມພອ້ມທີ່ຈະສອນລູກຂອງພຣະເຈົ້າ.
11. ຜູ້ສອນສາດສະໜາສອນໃຫ້ພຣະເຢຊູຄິດ.
12. ຂອບໃຈໃຫ້ອາຫານນີ້.
13. ທຸກມື້ເຮົາສຶກສາສຳລັບສາມຊົ່ວໂມງ.
14. ພວກຂະນອ້ຍຂໍຂອບພຣະໄທສຳລັບມາສອນຄອບຄົວແສງ.

B. Translation

On a separate sheet of paper, translate the following sentences into Laotian. Check your answers.

1. Go forward with faith.
2. Are you able to drive?
3. I do not want to stop reading the scriptures because I know that I will lose the spirit.
4. “Thou shalt not commit adultery.”
5. Will you pray to know if Joseph Smith is a prophet of God?
6. The atonement is able to help us when we use it in our lives.
7. May I ask you a personal question?
8. We go to church so that we can receive the sacrament and renew our covenants.
9. The missionaries are here in behalf of Christ.
10. Jesus Christ suffered and died for us.
11. Thank you for the thought.
12. Christ lived on the earth for about 33 years.
13. Thank you for sharing your experience with us.
14. God gave the Book of Mormon for us to learn of Him and His son Jesus Christ.
15. God will let us make our own decisions.
16. The spirit makes me want to love and serve others.

C. Scripture Activity (~20 min.)

1. Read Moroni 7:16–17 and write down the sentences that use negation. Then use these verses to describe who the Holy Ghost is as you teach an investigator the principle “ຮຽນຮູ້ຈັກການກະຕຸ້ນຂອງພະວິນຍານ” to help them recognize the Spirit when they pray for a testimony. Get feedback on your pronunciation and your use of negation from your companion afterwards.

Review with your Companion

D. Companionship Discussion Activity (~15 min. each)
Using the grammar principles (commands, negative commands, requests, negation, **to like**, **can**, **able to**, and the correct **for** and ໃຫ້) discuss the things one must do to:
- Truly repent of sin
- Gain a testimony of the Book of Mormon
- Live the Law of Chastity
- Any other commandments/commitments

Be specific with what one cannot do and what one must do and how someone must live. Receive feedback from your companion and think of ways to apply this to a specific investigator.

E. Planning Activity (~Duration of Planning)
In your next weekly planning session, go over each of your investigators and discuss what their needs are, what commitments they need to live, and what you and your companion must do to help them come unto Christ. Have your companion give you feedback on how you use the grammar principles in this section.

Review with a Native Speaker

F. Visit a Less-Active (Preparation ~15 min. - Lesson ~30 min.)
Choose an inactive member in your area and set up an appointment with them. During the appointment, ask specific questions to help you understand their needs and why they are not coming to church. Using the grammar principles: negations, negative/normal commands, requests, **can**/**able to**, **for** and ໃຫ້, teach about how the gospel and going to church will help them in their lives. Make sure to be very specific with the blessings that are promised. Receive feedback from your companion.

G. Ask a Member (~25 min.)
Ask an active member in your area about their conversion and specifically about a commitment that was hard for them to live. Ask questions to help you understand what they needed to do and change in their lives, how they were able to change, and what they love about the church. As you ask these questions make sure to use the grammar principles in this function and listen carefully to how the member responds and then mimic them.

Review with Your District

H. Concerns Activity (~40 min.)
As a district, make a list of some concerns that are frequently given when extending commitments that are hard for investigators/inactives to live. Then discuss what a person must do in order to live a commitment fully. Afterwords, have the missionaries practice finding out the concern, teaching a particular principle that a person must live to help them with a commitment, and promising specific blessings that come from the commitment.

Narrating Experiences and Telling Stories

Purpose

This function will help you talk about what happened in the past; for example, what happened to Joseph Smith when he prayed, or what you did to find out that the *Book of Mormon* was true. Below are examples of the types of situations in which you will be able to use the grammar in this function.

- Praying **three times per day** is a good way to remember the Lord. (Frequency of Events)
- The gospel has been restored to us in **these days**. (Miscellaneous Time Expressions)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- The Savior's Earthly Ministry (What did Christ do while on the earth?)
- The Great Apostasy (What happened during the apostasy? What caused it to happen?)
- The Restoration of the Gospel of Jesus Christ (How was Joseph Smith called as a prophet? What did God ask him to do?)
- The Book of Mormon (How did we come to have the Book of Mormon?)
- The Pre-Earth Life (What happened before we came to earth?)
- Creation (How was the world created? How were we created?)
- Agency and the Fall (What did God command Adam and Eve to do? Why did they fall? What happened as a result?)

Tasks from *Missionary Vocabulary and Phrase* Book

- Follow Up on Commitments (Did the investigator(s) keep the commitment? Why or why not?)
- Share an Experience (What has happened in your life to help you know the truth?)

Time Expressions

Examples from *Vocabulary and Phrases*

ປີ*ກ*າຍນີ້ຂ*ອ*້ຍເລີ່ມເປັນຜູ້ສ*ອ*ນສ*າ*ດສ*ະ*ໜ*າ*.	**Last yea**r I began being a missionary.
ແ*ຕ*່ນີ້ໄປຂ*ອ*້ຍຊ*ິ*ເ*ວ*ົ້*າ*ພ*າ*ສ*າ*ລ*າ*ວ.	**From now on** I will speak Laotian.
ນ*ັ*ບແ*ຕ*່ເ*ອ*ລ*າ*ນ*ັ*ນເປັນຕ*ົ*ນ*ມ*າເ*ຮ*ົ*າມ*ີ*ສ*າ*ດສ*ະ*ດ*າ*ຢ*ູ*່ໂ*ລ*ກ*ອ*ີ*ກ.	**Ever since that time**, we have again had prophets on the earth.

Explanation

Time expression words are used to further clarify and express a certain tense. As in the lesson about tenses, ຊ*ິ*/ຈ*ະ*, ກ*ໍ*ລ*ັ*ງຊ*ິ*/ຈ*ະ*, ກ*ໍ*ລ*ັ*ງ, ໄ*ດ*, and ຫ*າ*ກ*ໍ* were used to indicate past, present, and future tenses. With time expressions, the speaker can be more specific. For example, “Last year, I worked.” “In one year, I will be going to college.” Or, “Soon we will be transferred.” In these sentences the verbs indicate a certain tense while words are used to clarify a certain time period. This grammar principle will help you to share faith promoting experiences and stories with investigators.

Past

37a

The past tense is used to talk about actions that have occurred. In Laotian culture, when someone has indicated that they are talking about a past event, the other person will often answer as if they were talking in the present tense (but in their minds they are talking as if in past tense). Once the past tense has been established, the rest of the conversation can be spoken in present tense. When using a time expression, the past tense ໄ*ດ* before a verb is not necessary, but may be used at times. Using these time expressions will add more context to the story/experience that you are sharing.

Laotian	English
ແ*ຕ*່ກ*ອ*ນ	In the past, previously
ແ*ຕ*່ກ*ີ*້	In the past, previously
ບ*ໍ*່ດ*ົ*ນ*ມ*ານ*ີ*	Recently (do not mix up with ຫ*າ*ກ*ໍ*) or in the recent past
ປ*ີ*/ເດ*ື*ອນ*ກ*າຍນ*ີ* or ປ*ີ*/ເດ*ື*ອນແ*ລ*້*ວ*ນ*ີ*	Last year/month
ແ*ຕ*່ດ*ົ*ນ/ແ*ຕ*່ດ*ົ*ນແ*ລ*້*ວ*	Since long ago

Grammar: Time expression (past) + S + V + O ***or*** S + V + O + Time expression (past)

Examples:

ບ*ໍ*່ດ*ົ*ນ*ມ*ານ*ີ*ນ*ີ*ຂ*ອ*້ຍ*ອ*າໄ*ສ*ຢ*ູ*່ກ*ັ*ບພ*ໍ*່ແ*ມ*່ຂ*ອ*ງຂ*ອ*້ຍ. ***Recently**, I lived with my parents.*	ແ*ຕ*່ກ*ອ*ນ/ແ*ຕ*່ກ*ີ*້ຂ*ອ*້ຍໄ*ປ*ໂ*ຮ*ງ*ຮ*ຽ*ນ. *I **used** to go to school.*
ເ*ຈ*ົ*້*າເລ*ີ*່ມໄ*ປ*ໂ*ບ*ດ*ປ*ີ*ກ*າ*ຍນ*ີ*ບ*ໍ*່? *Did you start going to church **last year**?*	ແ*ຕ*່ກ*ອ*ນ/ແ*ຕ*່ກ*ີ*້ພ*ໍ*່ຂ*ອ*້ຍເປັນຜ*ູ*້ສ*ອ*ນສ*າ*ດສ*ະ*ໜ*າ*. *My dad **used** to be a missionary.*

Future

37b

When telling of an experience in the past and moving from one time period to another, the words below will help the investigator to know that the experience/story is moving.

Laotian	English
ມ*ໍ*ໆນ*ີ*້/ໄ*ວ*ໆນ*ີ*້	Soon (recent)
ຕ*ໍ*່ໄ*ປ*	Later/later on (said in present time)
ຕ*ໍ*່ມ*າ*	Later/later on (said when relating past events/stories)
ຫ*ລ*ັ*ງ*ຈ*າ*ກ*ນ*ັ*ນ	After that...

Grammar: Time expression (future) + S + V + O ***or*** S + V + O + Time expression (future)

Narrating

Examples:

ຕໍ່ມາຂອ້ຍເລີ່ມໄປໂບດ. ***Continuing from there,*** *I began going to church.*	ຕ່ໍໄປໃນຊີວິດຂອ້ຍຈ່ຶງຊ່ິມີໂອກາດເປັນພ່ໍ. ***Later on*** *in my life I'll have the opportunity to be a father.*
ເຮົາຕອ້ງຕຽມໃຈຂອງເຮົາເພາະວ່ໍາພຣະຜ້ເູປັນເຈ້ົາມາໃນໄວໆນ້ີ. *We need to prepare our hearts because the Lord is coming* ***soon****.*	ມ໋ໆນ້ີຈັນຊ່ິຮັບບັບຕິດສະມາ. ***Soon*** *Chan will be baptized.*
ຕໍ່ມາຂອ້ຍໄປບ້ານຂອງຜູ້ສ່ືນໃຈ. ***Later*** *I went the investigators house.*	ຕ່ໍມາພຣະເຢຊູຄ່ິດໄດ້ຮັບໃຊ້ຄ່ືນຈ ຳນວນຫລາຍ. ***Later*** *Jesus Christ helped a lot of people.*
ຫລ ັງຈ າກນ ັ້ນຂອ້ຍຕ ັດສ ິນໃຈຈ ່ ຳຊ ່ ອ ະທ ິ ຖ ານ. ***After that*** *I decided to pray.*	ຫລ ັງຈ າກນ ັ້ນໂຢເຊັບສ ະ ມ ິ ດອ ່ ານພ ຣ ະຄ ຳ ພ ີ. ***After that*** *Joseph Smith read the scriptures.*

Note: *The examples above must be thought of in the context of sharing a story or an experience.*

Time Expressions for relating results

37c

The previous section focused on time expressions used to relate stories or experiences. This section is focused on time expressions used to relate the results of those stories. These time expressions such as **recently**, **from now on**, and **until now**, help to clarify the outcomes in reference to the present.

Ex: I will speak Laotian. ຂອ້ຍຊ ິ ເວ ົ້ າພ າ ສ າ ລ າ ວ.

*We know from the sentence that the speaker will speak Laotian in the future, but we don't know when or to what extent he will speak Laotian.

Ex: From now on I will speak Laotian. ແ ຕ ່ ນ ີ ້ ໄ ປ ຂ ອ ້ ຍ ຊ ິ ເ ວ ົ ້ າ ພ າ ສ າ ລ າ ວ.

*By using the time expression, we now understand that the speaker will begin speaking Laotian now, and will continue to speak Laotian.

Laotian	English
(ຕ ັ ້ ງ)ແ ຕ ່ ນ ັ ້ ນ ມ ໆ/ນ ັ ບ ແ ຕ ່ ນ ັ ້ ນ ມ ໆ	From that time on
ຕ ່ ໍ ໄ ປ	Later on
ຫ ລ ັ ງ ຈ າ ກ ນ ັ ້	After that
ຈ ນ ເ ຖ ິ ງ ປ ັ ດ ຈ ຸ ບ ັ	Until now
ແ ຕ ່ ນ ີ ້ ໄ ປ	From now on
ຕ ່ ໍ ໄ ປ	Then
ຫ ລ ັ ງ ຈ າ ກ ນ ີ ້	After this
ໃ ນ ມ ່ ໆ ນ ີ ້	Soon
ໃ ນ ອ ະ ນ າ ຄ ິ ດ ອ ັ ນ ໃ ກ ້ ນ ີ ້	In the near future
ໃ ນ ໄ ວ ໆ ນ ີ ້	In the very near future
ດ ຽ ວ ນ ີ ້	Now
ປ ັ ດ ຈ ຸ ບ ັ	The present/now-a-days
ໃ ນ ອ ດ ີ ດ	In the past

Grammar: Time Expression + S + V + O
(The time expression is placed at the beginning of the sentence.)

Examples:

ໃນອະນາຄົດອັນໃກ້ນີ້ຂ້ອຍຊິສອນຄົນລາວ. ***In the near future*** *I will teach Laotians.*	ຕັ້ງແຕ່ນັ້ນມາຂ້ອຍສຶກສາພຣະຄຳພີທຸກມື້. ***Since that time,*** *I've studied the scriptures everyday.*
ແຕ່ນີ້ໄປພວກເຮົາຊິເວົ້າກັບທຸກຄົນທີ່ເຮົາພົບຕາມຖະໜົນ. ***From now on,*** *we'll talk to everyone we meet along the street.*	ໃນມໍ່ໆນີ້ຂ້ອຍຈຶ່ງຊິອ່ານໜັງສືໂມໄຊຍາໃຫ້ຈົບ. ***Soon*** *I'll finish reading the Book of Mosiah.*
ໃນປັດຈຸບັນນີ້ຫລາຍຄົນມີໂອກາດໄດ້ຍິນພຣະກິດຕິຄຸນ. ***Now-a-days****, many people have the opportunity to hear the Gospel.*	ຫລັງຈາກນີ້ພວກເຮົາຊິໄປຢ້ຽມຢາມສິດສະເຕີອິນບົວ. ***After this*** *we'll go visit Sister Inbua*

ແຕ່ used in identifying a time period

ແຕ່ has several meanings, and one is used to identify a time period of an action. This form of ແຕ່ means **since** and is used when speaking of specific time periods since a certain date. For example, "I've been a member of the church since 1985."

37d

Grammar: S + V + O + ແຕ່ + O.

or

ແຕ່ + (S) + V + O.

Examples:

ຂ້ອຍເປັນສະມາຊິກແຕ່ປີພັນເກົ້າຮ້ອຍແປດສິບຫ້າ. *I've been a member* ***since*** *1985.*	ພໍ່ເຊື່ອຖືສາດສະໜາພຸດແຕ່ເກີດມາແມ່ນບໍ່? *You've been Buddhist* ***since*** *birth, isn't that right?*
Q: ພໍ່ຕົກຢູ່ສະຫະຣັດອະເມຣິກາເມື່ອໃດ?. *When did you come to America?* A: ແຕ່ປີພັນເກົ້າຮ້ອຍເຈັດສິບເກົ້າ. In ***(since)*** 1979.	ຂ້ອຍເລີກງານເຜີຍແຜ່ສາດສະໜາແຕ່ດົນແລ້ວແຕ່ຂ້ອຍຍັງພະຍາຍາມຊ່ອຍຄົນອື່ນໆມາສູ່ພຣະຄິດ. *I finished my mission* ***(since)*** *long ago, but I still try to help others come unto Christ.*

Note: See the lessons entitled "Locality" and "Frequency of Events" to see other uses of ແຕ່.

Narrating

Activities (see answers on p. 240)

Learn on Your Own

A. Translation

Translate the following phrases on a separate sheet of paper. Check your answers.

1. We have a prophet now in these times.
2. I have known that the gospel is true since then.
3. Now is the time for us to repent.
4. We will discuss baptism later, but now we must teach about repentance.
5. After the vision, Joseph Smith translated the Book of Mormon.
6. In the very near future, you will see that God always answers our prayers.
7. Until now I have always known that God loves me.
8. You will be baptized in the near future, and begin a new life.
9. From now on, we must remain worthy of the Holy Ghost so we can receive guidance from God.
10. After you have been a member for one year and found worthy, then you can go to the temple.
11. Soon Christ will come to rule the earth.
12. After this storm, Jesus Christ appeared to the Nephites in America.
13. I used to not like going to church, but then I realized how much it helped me.
14. I have been a member of the church for a long time, since I was eight years old.
15. I was a new missionary last year, and I know the the Lord has helped me to grow a lot.
16. I did not read my scriptures in the past, but now I read them everyday so I can feel the spirit.

B. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ໃນດຽວນີ້ເຮົາມີສາດສະດາອີກ.
   We have prophets again in this day and age.
2. ຈັກນອ້ຍຄວາມຊ່ອຍເຫລືອຈະມາ;ເຮົາຕອ້ງອົດທົນ.
   Soon help will come; we must be patient.
3. ໃນມໍ່ໆນີ້ເຮົາຊ່ອານອີທີນີໄຟຕິດຕາມພຣະວິຍານ.
   We will read how Nephi followed the spirit later on.
4. ຫລັງເຈົ້າຮັບຄໍາຕອບສະນັ້ນເຈົ້າຄິດວ່າເຈົ້າຄວນເຮັດຫຍັງ?
   What do you think you should do after you receive an answer?
5. ເມື່ອຄອບຄົວຂອງຂອ້ຍຮຽນຮູ້ວ່າຂອ້ຍໄດ້ເຂົ້າຮ່ວມ ສາດສະໜາຈັກ,ເຂົາເຈົ້າໄລ່ຂອ້ຍອອກຈາກບ້ານ.
   Since my family found out about me joining the church, they kicked me out of the house.
6. ດຽວນີ້ເຮົາພະຍາຍາມພົບກັບເຈົ້າເພື່ອແບ່ງປັນແຜນແຫ່ງ ຄວາມລອດ.
   Until now we have been trying to contact you so we could share the Plan of Salvation.
7. ໃນອະນາຄົດ,ເມື່ອຂອ້ຍໜຸ່ມຄອບຄົວຂອງຂອ້ຍໄດ້ອະທິຖານ ເພື່ອຊ່ອຍເຮົາມີຄວາມສາມັກຄີ.
   In the past, when I was younger, my family prayed to help us be unified.
8. ຕ່ໍຂໍ້ໜ້າເຮົາຮຽນເພີ່ມວ່າເປັນຫຍັງສັດທາຈຶ່ງສໍາຄັນ.
   Continuing to the next verse, we learn more about why faith is important.

C. Error Correction

Each sentence is either correct or has one error. Write down the correct form of the sentence or say it to your companion, and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today which use the correct form of the word.

1. ຈົນເຖິງປັດຈຸບັນນີ້ຂອ້ຍບ່ເຄີຍຮູ້ສຶກຄວາມສຸກຄືຂອ້ຍຮູ້ສຶກເມື່ອ ຂອ້ຍຮັບບັບຕິດສະມາ.
2. ແຕ່ນັ້ນຂອ້ຍຢາກເປັນຜູ້ສອນສາດສະໜາ.
3. ໃນອະນາຄົດເຈົ້າຊິຮັບຄໍາຕອບ.
4. ດຽວນີ້ເຮົາອະທິຖານນໍາກັນເພື່ອຖາມພຣະເຈົ້າວ່າພຣະອົງ ພຣະຊົນຢູ່ຫລືບ່.
5. ຫລັງຈາກນັ້ນພຣະເຢຊູຄິດຟື້ນຄືນພຣະຊົນ.
6. ໃນຈັກນອ້ຍນີ້ເຈົ້າຊິເຫັນພອນຂອງພຣະເຈົ້າ.
7. ແຕ່ກ້ຂອ້ຍໄປພຣະວິຫານກ່ອນເປັນຜູ້ສອນສາດສະໜາ.
8. ປີກາຍຂອ້ຍໄດ້ຮັບປະຈັກພະຍານເຖິງສັດທາ.

D. TALL VP Activity (~30 min.)

1. Turn to the TALL VP book on page 155 “Use the Scriptures.” Look at how the present tense is used for the following sentences. Change the sentences by using the time expressions. Try to use some of these sentences today in your teaching. Translate the following sentences:
   a. Let’s read a scripture about repentance. From these verses, we learn the importance of agency.
   b. This scripture explains what will happen in the resurrection. As we read, please pay attention to the Lord’s reponse.
   c. According to this verse, why is baptism so important? Why is it so important to love our enemies?

E. Language Study Plan Activities (~20 min. each)

1. “Memorize vocabulary and phrases” bullet 3. Write three time expressions on note cards, and carry them with you today. Set a goal to use them in any situation where it fits. The best way to learn a word is to use it!
2. “Actively listen,” bullet 3. Throughout the day, listen attentively to native speakers and try to distinguish when they use a time expression. Do you use it in the same way?
3. “Ask others to help you,” bullet 3. Ask others throughout the day to correct your use of time expressions and suggest ways in which you could improve.

Learn with your Companion

F. Sharing a Parable/Story (~15 min.)

Choose a parable or a story from the scriptures that has made a strong impact on your life. While using the time expressions, share what it was like to read the parable/story, what you learned, and how you applied it. Afterwards, find an investigator or member with whom you will be able to share the experience.

G. Timeline Activity (~30 min.)

With your companion go through your life and talk about some of the most significant turning points in your life that helped lead

you to a mission. Talk about your baptism, church and family experiences, seminary, college, sports, friends, etc. Use time expressions as you go through this timeline of your life. This will be a good way to count your many blessings.

Learn with a Native Speaker

H. **Conversion Story Activity** (~40 min.)
Find a recent convert in your area and set up an appointment to ask them about their conversion story. Ask them what life was like before the church, why they wanted to join, if there were any concerns, and how it has changed their life. Pay attention to how they use time expressions. Afterwards, share with them how the gospel has changed your life while mimicking the way they used it.

I. **Repentance Lesson** (Preparation ~15 min. - Lesson ~30 min.)
Prepare a lesson about repentance. Choose an experience you had (not too personal) where you had to repent. While you share this lesson, weave the experience into it, and go through the steps of repentance. Make sure that you use the time expressions to share your experience and teach the lesson.

J. **Ward Council Activity** (30 min.)
To prepare for ward council, prepare and come with a list of inactive members who have the potential to be reactivated. Ask the leaders in the branch why the people stopped coming to church. Use time expressions while you discuss each person's situation. Brainstorm plans to help these members return to activity.

Learn with Your District

K. **District Teaching Activity** (~60 min.)
Review the time expressions as a district. Then have the missionaries break up into three groups. Assign one of these principles from Lesson 1 to each group: "Heavenly Father Reveals His Gospel in Every Dispensation," "The Savior's Earthly Ministry and Atonement," and "The Great Apostasy." Have each group prepare to teach it to the class while using the time expressions properly.

Frequency of Events

Examples from *Vocabulary and Phrases*

Daniel prayed **twice a day** even though it was against the law made by King Cyrus.	ດານີເອນອະທິຖານມື້ລະສອງເທື່ອເຖິງແມ່ນມັນຕ້ານກົດໝາຍຂອງກະສັດ ໄຊລັດ.
The Word of Wisdom teaches us to keep our bodies healthy; eating **an apple everyday** is a good example.	ພຣະວາຈາແຫ່ງປັນຍາສອນເຮົາໃຫ້ຮັກສາຮ່າງກາຍຂອງເຮົາ;ການກິນໝາກ ແອເປິ້ນໜ່ວຍດຽວແຕ່ລະມື້ເປັນຕົ້ນ.
The Jews celebrated the Passover **once a year.**	ຊາວຢິວສະລອງປັດສະຄາປີໜຶ່ງລະເທື່ອດຽວ.
We need to pray at least **twice a day**.	ເຮົາຕ້ອງອະທິຖານມື້ລະສອງເທື່ອເປັນຢ່າງນ້ອຍ.

Explanation

These grammar principles are used to tell the frequency, or number of times, that an event or action consistantly takes place.

38a

Laotian	English	Sentence Structure	Examples
ລະ	per	S + V + O + overall time period + ລະ + # + classifier.	ພວກເຮົາຄວນອະທິຖານມື້ລະສອງເທື່ອ. *We should pray **twice a day.***
ແຕ່ລະ	each, every	S + V + O + # + classifier + ແຕ່ລະ + overall time period.	ຂ້ອຍອະທິຖານສອງເທື່ອແຕ່ລະມື້. *I pray **two times every day.***
ຕໍ່	per	S + V + O + # of times + ຕໍ່ + overall time period.	ເຮົາຮັບສ່ວນສິນລະລຶກເທື່ອດຽວຕໍ່ອາທິດ. *We take the sacrament **once per week.***

Note: This grammar principle is used only if the action is done consistantly according to the length of time expressed.

Examples:

I pray **two times a day.**	ຂ້ອຍອະທິຖານມື້ລະສອງເທື່ອ.	*The grammar principle is used because it is a consistent action.
I prayed **two times** today.	ມື້ນີ້ຂ້ອຍອະທິຖານສອງເທື່ອ.	*The grammar principle is not used because it is not a consistent action.

Note: Just like when using classifiers, ໜຶ່ງ/ດຽວ comes after the time period/ object, but any other number comes before.

Additional Examples:

ພວກເຮົາມີວັນອາທິດອົດອາຫານເດືອນໜຶ່ງລະເທື່ອດຽວ. *We have fast Sunday **once a month**.*	ພວກເຮົາສຶກສາພາສາມື້ໜຶ່ງລະຊົ່ວໂມງດຽວ. *We study the language for **one hour a day**.*
ເພື່ອສະແດງຄວາມຮັກຕໍ່ຄອບຄົວຂອ້ຍເວົ້າວ່າ"ຂ້ອຍຮັກເຈົ້າ"ສີ່ ເທື່ອແຕ່ລະມື້. *In order to show my love to my family, I say " I love you" **four times every day.***	ຂ້ອຍຮູ້ວ່າຖ້າເຈົ້າອ່ານພຣະຄຳພີມໍມອນມື້ລະສາມສິບນາທີເຈົ້າຈະບໍ່ ຖຽງນຳເມຍຫລາຍຄືເກົ່າ. *I know that if you read the Book of Mormon for **30 minutes a day** you won't fight with your wife as much.*
ເຮົາຄວນບໍລິຈາກເງິນຖືສິນອົດອາຫານເທື່ອດຽວແຕ່ລະເດືອນ. *We should donate a genereous fast offering **once every month.***	ຮັນນາໄປພຣະວິຫານຫນຶ່ງເທື່ອຕໍ່ປີທີ່ຈະອ້ອນວອນຂໍພຣະເຈົ້າ ປະທານລູກຊາຍຄົນໜຶ່ງໃຫ້ເພີ່ນ. *Hanna went to the temple **once per year** to pray for a son.*
ຂອ້ຍຂໍຄວາມຊ່ອຍຈາກພຣະເຈົ້າສາມເທື່ອແຕ່ລະມື້. *I ask for help from God **three times every day.***	ເຮົາໄປໂບດອາທິດໜຶ່ງລະເທື່ອດຽວທີ່ຈະຮັບເອົາພິທີການສິນລະລຶກ. *We go to church **once a week** to partake of the sacrament.*

Narrating

Creating Questions

38b

Use the following grammar structure to create sentences asking the frequency of an event.

S + V + O + overall time period + ລະ + ຈັກ + classifier?

Example: ເຈົ້າສູບຢາມື້ລະຈັກມ້ວນ?

S + V + O + ຈັກ + classifier + ແຕ່ລະ + overall time period? **OR** S + V + O + overall time period + ລະຈັກ + classifier?

Examples: ເຈົ້າສູບຢາຈັກມ້ວນແຕ່ລະມື້?
ເຈົ້າສູບຢາມື້ລະຈັກມ້ວນ?

Examples:

ເຈົ້າໄປວັດສາດສະໜາພຸດຈັກເທື່ອແຕ່ລະເດືອນ? ***How many times** do you go to the Buddhist temple **every month?***	ເຈົ້າສອນບົດຮຽນມື້ລະຈັກເທື່ອ? ***How many times per day** do you teach lessons?*

Only

38c

ແຕ່, ມີແຕ່, ພຽງແຕ່ and ເທົ່ານັ້ນ are common ways to say **only** in Laotian. ເທົ່ານັ້ນ can be used seperately in a sentence or in conjunction with ແຕ.

Grammar: S + V + ແຕ່ + O + (ເທົ່ານັ້ນ). or S + V + ແຕ່ + O + # + classifier + (ເທົ່ານັ້ນ).

S + V + O + ເທົ່ານັ້ນ.

ມີແຕ່ + S + V + O

Examples:

ມີແຕ່ໂດຍຜ່ານພຣະເຢຊູຄິດເທົ່ານັ້ນທີ່ເຮົາຖືກລອດໄດ້. ***Only** through Jesus Christ are we saved.*	ເພິ່ນວ່າຊິອ່ານພຣະຄຳພີໃບເບິ້ນເທົ່ານັ້ນ. *He said he would **only** read the Bible.*
ເຮົາສຶກສາພາສາລາວແຕ່ຊົ່ວໂມງໜຶ່ງແຕ່ລະມື້. *We study Laotian **only** one hour every day.*	ພວກເຮົາບໍ່ພຽງແຕ່ຄວນອະທິຖານແຕ່ເຮົາກໍຍັງຕ້ອງສຶກສາພຣະຄຳພີອີກ. *We should **not only** pray, but we should study the scriptures too.*

Note: See the lessons entitled “Locality”, and “Time Expressions” to see other uses of ແຕ່.

Narrating

Activities (see answers on p. 240)

Learn on Your Own

A. Translation

Translate the following sentences into Laotian. Check your answers.

1. We pay fast offerings once a month.
2. We are able to watch the prophet on television two times a year.
3. I go to the temple two times a month.
4. I only smoke 3 cigarettes a day.
5. I know that you can cut back to smoking 2 cigarettes per day.
6. Only those who have prepared themselves are allowed to enter the temple.

7. We can take the sacrament once a week.
8. Reading the scriptures daily is like eating one bowl of rice a day.
9. If you pray twice a day, the Lord will help you find a job.
10. I promise that if you pray 3 times a day, the spirit will protect you from the temptations of the devil.
11. We study the scriptures 1 hour a day to prepare to share the gospel.
12. I can promise you that you'll feel more peace in your life if you only read ten minutes from the Book of Mormon each day.

B. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section.

1. ຂອ້ຍອະທິຖານສາມເທື່ອ.
   I pray 3 times a week.
2. ໃນສະໄໝກ່ອນປະໂລຫິດເຂົ້າໄປໃນບ່ອນທີ່ສັກສິດ ຫລາຍທີ່ສຸດໃນພຣະວິຫານເທື່ອໜຶ່ງລະປີ.ງ.ອ.
   In the past, the priests entered the Holy in Holies of the temple once a year.
3. ເຈົ້າໄປໂບດຈັກເທື່ອລະເດືອນໜຶ?
   How many times do you attend church in one month?
4. ພວກເຮົາສຶກສານຳກັນມື້ແຕ່ລະຊົ່ວໂມງ.ງ.ອ.
   We study together for one hour every day.

C. Error Correction

Each sentence is either correct or has one error. Write down the correct form of the sentence or say it to your companion, and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today which use the correct form of the word.

1. ຄົນໜຸ່ມສາມາດໄປເຮັດກິດຈະກຳອາທິດໜຶ່ງລະເທື່ອ.ງ.ອ.
2. ເຈົ້າອ່ານພຣະຄຳພີຈັກາທີລະມື້?
3. ເຈົ້າໄປວັດສາດສະໜາພຸດເດືອນໜຶ່ງແຕ່ລະຈັກເທື່ອ?
4. ຂອ້ຍຊິເຜີຍແຜ່ຄວາມຮັກໂດຍກາານເວົ້າ"ສະບາຍດີ"ສິບເທື່ອແຕ່ ລະມື້.
5. ຄອບຄົວຂອງຂອ້ຍໄດ້ອະທິຖານສາມເທື່ອລະມື້.
6. ເພິ່ນໄປໂບດປີຕໍ່ສາມເທື່ອເທົ່ານັ້ນ.

D. Writing Activity (~15 min.)

Think of the activities that you perform everyday, and write them down on a piece of paper (include the amount of time or number of times that you spend doing the activity). Write a sentence for each activity stating the frequency or length of time that you spend on these activities each day. This is a good opportunity to look over the activities that you perform daily and review whether or not you are using this time effectively; set goals to change if needed.

E. Scripture Activity (~25 min.)

Read the story of Daniel in the lions den in Daniel 6. Daniel shows his faith in God by praying despite the King's command. After reading this scripture, outline the grammar principle in the story. Prepare a mini-talk that you will share with your companion about trusting in God despite the evils of the world, and prepare to share this scripture. As you prepare this mini-talk, focus on using the grammar principle correctly.

F. Language Study Plan Activities (~15 min. each)

1. "Learn Grammar," bullet 2. Prepare sentences to use in your scheduled activities that use the Frequency of Events grammar principle. Practice speaking and writing the sentences.
2. "Ask others to help you," bullet 4. Do not hesitate to ask for specific help when you are trying to ask a question or make a sentence using the grammar principle.

Learn with Your Companion

G. Get to Know your Investigator Activity (Preparation ~15 min. - Practice ~10 min.)

When you are getting to know a new investigator, some of the questions asked are about their religious background. Prepare a few questions using the grammar principle to find out how often they go to church/temple, read the scriptures, pray, spend time with their family, etc. Knowing the answers to these questions will help you know how to adjust your teaching to meet their needs. Once you have written out these questions, practice asking these questions to your companion and give him time to respond. Switch who is asking and who is answering. Practice these questions a few times so that you are comfortable asking them and getting a response.

1. Use these questions at your next appointment with a new investigator.
2. Choose 4 of them and use them as you contact people on the street today.

Learn with a Native Speaker

H. Visit a Recent Convert (Preparation ~15 min. - Lesson ~30 min.)
Choose a recent convert in your area that you would like to visit and strengthen. Prepare a short lesson to share with them about how they can continue to develop their testimony through daily scripture study, prayer, and weekly church attendence. As a companionship, ask them to pray at least 3 times a day and read the scriptures 30 minutes a day (if they are not already doing so). (This commitment can be adjusted according to their circumstances and needs). In preparation for this lesson, practice asking how long they read the scriptures and how many times they pray daily. Focus on using the grammar principle correctly. Also write up and practice the commitment invitations that you will give to them. As you teach and leave these commitments, ask follow up questions to make sure that you used the grammar principle correctly.

I. Home Evening Lesson (Preparation ~20 min. - Lesson ~30 min.)
If possible, set up an appointment to share a message at family home evening with a family or a group of members. Prepare a lesson about the blessings of regular church attendance. In this lesson, make a comparison between the benefits of regular church attendance and the need to eat three meals a day. Help them understand that church attendance is more than just a social activity or a good thing to do. It is necessary for our spiritual bodies. As you make references to these activities that you do regularly (ex: go to church once a week and eat three meals a day), focus on using the grammar principle correctly. Ask the members if you used the grammar correctly.

Learn with Your District

J. Goal Setting Activity (~40 min.)
The beginnig of a transfer is the perfect time to set goals which reflect what you would like to accomplish during the new transfer. As a district, discuss the roles of good goals and their impact on the work. The district leader will choose one missionary and role-play a goal-setting meeting. During this role-play, you two will set consistent weekly goals that you want to accomplish every week. Make sure to choose goals that involve the key indicators. As you discuss these goals, focus on using the grammar principle correctly. Next, allow the missionary companionships to discuss which goals they would like to set, focusing on using this grammar principle correctly. Once they have set their goals, review their goals privately with each companionship and make sure to focus on using the grammar principle correctly.

Review: Narrating Experiences and Telling Stories

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Narrating experiences and telling stories

- Miscellaneous Time Expressions
- Frequency of Events

Activities (see answers on p. 240)

Review on your Own

A. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. ຂ້ອຍຮັບບັບຕິດສະມາແຕ່ຍາວແລ້ວ.
2. ຂ້ອຍໄປພຣະວິຫານສອງເທື່ອລະເດືອນ.
3. ບະລາເດີ້ານ້ຳສົມບັດເດືອນກາຍນີ້ຊິຮັບຖານະບະໂລທິດ.
4. ເຮົາຄວນອະທິຖານລະມໍ.
5. ສາດສະໜາຈັກມີກອງປະຊຸມໃຫຍ່ສາມັນສອງເທື່ອທຸກປີ.
6. ແຕ່ດົນຂ້ອຍເຄີຍໄປເມືອງລາວເພື່ອຮັບໃຊ້ສະມາຊິກທີ່ນັ້ນ.
7. ສ່ວນຫລາຍຂ້ອຍໄປພຣະວິຫານໜຶ່ງເທື່ອໃນສອງອາທິດ.
8. ໃນປັດຈຸບັນນັ້ນຜູ້ຄົນໄດ້ເຊື່ອຟັງພຣະຜູ້ເປັນເຈົ້າ.
9. ຕໍ່ມາພວກເຮົາຊິໄປຢ້ຽມຢາມສານ.
10. ເຈົ້າກິນເຫລົ້າມື້ລະແຕ່ລະເທື່ອ?

B. Translation

On a separate sheet of paper, translate the following sentences into Laotian. Check your answers.

1. I was baptized long ago.
2. We receive a temple recommend interview every two years.
3. Recently I met a man who wanted to know how families could be together forever.
4. From now on, I will follow the promptings of the Spirit.
5. In the past, my testimony wasn't very strong.
6. In the present, we have prophets again on earth.
7. In the past, Christ visited America.
8. Souk will be baptized in the near future.
9. Last month our zone accomplished our baptism goal.
10. Last year I was preparing for my mission.

C. Scripture Activities (~)

1. Read Daniel 6:10-16. This is the story of Daniel being cast into the Lion's den. Make note of the two times that you see the "Frequency of Events" principle used in these verses. Incorporate this story into a lesson for an investigator, recent convert or less-active member. How is Daniel an example of obedience to the commandments of God? How can we emulate his example?

2. Choose one of your favorite scripture stories. Think of an investigator who could benefit from hearing the story. Write down the story in your own words and focus on the narration principles. Have your companion or a native speaker check your story for correctness. Then practice telling your story to a native speaker or your companion in the role of the investigator you chose earlier. Get feedback on how well you used these grammar principles and set goals to share your story with your investigator.

D. Writing Activities (~)

1. In your study journal, record a special spiritual experience that happened on your mission. Focus on miscellaneous time expressions as you relate the experience. Afterwards, have your companion or a native speaker check for accuracy. If you have not already, also record the experience in your personal journal in English. **Extra Mile**: Compare the English with the Laotian versions of your experience. Does the English have more detail? What do you need to learn to be able to relate the experience with the same detail in Laotian?
2. Make a list of things that you need to do daily to progress spiritually. Write down how many times you do each of these things in a day at the present time. Afterwards, make goals for how you can improve, not only focusing on frequency but on sincerity and quality. For each goal, write a sentence using the "Frequency of Events" grammar principles.

Review with your Companion

E. Planner Activity

With your companion, go over your planner from the last three days. Review activities that you did and talk about them using principles from the "Frequency of Events" section. For example: We go tracting for two hours per day. After reviewing your different activities and talking about them, decide whether each activity is influencing your key indicators. If not, consider another activity that could relate better to your key indicators and mission goals.

F. Mission Review Activity

With your companion, talk about what you have learned and how you have changed over the time that you have been a missionary. Use miscellaneous time expressions to talk about your progress. Also use future time expressions by making goals to be a better and more powerful missionary and person in the future.

Asking and answering questions of

Cause and Effect

Purpose

This function will help you talk about what is happening or what we need to do; for example, what God does for us, or what we do to keep the Sabbath day holy. Below are examples of the types of things you will be able to express with the grammar in this function.

- **Why** do bad things happen to good people. (Why?)
- **Because** he must test our faith. (Because...)
- **As a result of** having faith we can do all things. (As a result of*)*

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- The Great Apostasy (Why was there a Great Apostasy?)
- The Restoration of the Gospel of Jesus Christ (What would have happened without the Restoration? List the doctrines that were restored by Joseph Smith.)
- The Book of Mormon (What are the most important principles taught in the Book of Mormon?)
- Agency and the Fall (What would have happened if Eve hadn't partaken of the fruit?)
- Atonement (Where would we be without the Atonement? Why did Christ suffer for us?)
- Resurrection, Judgment, Immortality (What will happen when we are judged?)
- Through Christ We Can Be Cleansed from Sin (We can't be cleansed from our sins unless _____.)
- Faith (What do we believe when we have faith?)
- Repentance (What will happen if we don't repent?)

Tasks from Missionary Vocabulary and Phrase Book

- Extend Commitment invitations (What blessings will they receive after they have kept their commitment?)
- Use the Scriptures (How would the scripture apply to the life of the investigator?

Cause and Effect

Examples from *Vocabulary and Phrases*

Why do we need to have faith?	ເປັນຫຍັງເຮົາຈຶ່ງຕ້ອງມີສັດທາ?
Because God commanded us to have faith.	ເພາະ/ເພາະວ່າພຣະເຈົ້າບັນຊາໃຫ້ເຮົາມີສັດທາ.
If you scincerely read the scriptures **then** you'll receive an answer that God lives.	ຖ້າພໍ່ອ່ານພຣະຄຳພີດ້ວຍໃຈຈິງພໍ່ຈຶ່ງຊິໄດ້ຄຳຕອບວ່າພຣະເຈົ້າຊົງພຣະຊົນຢູ່.
As a result of Jesus Christ being baptized, we (**then**) should be baptized also.	ຍ້ອນ(ວ່າ)ພຣະເຢຊູຄິດຮັບບັບຕິດສະມາເຮົາກໍຄວນຮັບບັບຕິດສະມາດວ້ຍ.
Why do you think you feel that way when you pray?	ເຈົ້າຄິດວ່າເປັນຫຍັງເຈົ້າຈຶ່ງຮູ້ສຶກແບບນັ້ນເມື່ອເຈົ້າອະທິຖານ?

Explanation

In this grammar section you will learn how to ask **why** questions and how to respond correctly. You will also learn how to express a cause and effect question/statement that can be useful when you promise blessings, invite someone to keep a commitment, or warn of the penalties for sin.

Asking and Answering "Why" Questions

39a

As was taught in the questions lesson, ເປັນຫຍັງ means **why**. To respond use, ເພາະ/ເພາະວ່າ, which means **because** and ຍ້ອນວ່າ, which means **as a result of**.

Grammar: Q: ເປັນຫຍັງ(why) + S+ ຈຶ່ງ + V + O?
Q:ເຫດຜົນໃດ(For what reason) + S+ ຈຶ່ງ + V + O?

A: ເພາະ/ເພາະວ່າ(because) + S + V + O ***or*** S + V + O ເພາະ/ເພາະວ່າ + S + V + O
A: ຍ້ອນ(ວ່າ)(as a result of) + S + V + O ***or*** ເພາະວ່າ/ຍ້ອນວ່າ + S_1 + V_1 + S_2 + ຈຶ່ງ/ກໍ + V_2

Examples:

ເປັນຫຍັງເຈົ້າຈຶ່ງອ່ານພຣະຄຳພີມໍມອນ? ***Why** do you read The Book of Mormon?*	ເພາະ/ເພາະວ່າຂ້ອຍຢາກຮຽນພຣະຄຳຂອງພຣະເຈົ້າ. ***Because** I want to learn the word of God.*
ເພາະ/ເພາະວ່າເຮົາຮັກພຣະເຢຊູຄິດ. ***Because** we love Jesus Christ.*	ເປັນຫຍັງນີໄຟຈຶ່ງຕ້ອງໄປເອົາບັນທຶກຫອງຄຳ? ***Why** did Nephi need to retrieve the plates?*
ຍ້ອນຂ້ອຍອະທິຖານ,ຂ້ອຍຈຶ່ງຢາກຮັບບັບຕິດສະມາ. ***As a result** of praying, I want to be baptized.*	ເຫດຜົນໃດເຮົາຈຶ່ງຕ້ອງຮັກສາພຣະບັນຍັດ? ***For what reason** must we obey the commandments?*
ຍ້ອນການອະທິຖານ,ຂ້ອຍຈຶ່ງສາມາດຮຽນພຣະປະສົງຂອງພຣະເຈົ້າໄດ້. ***Because** of prayer, I am able to learn the will of God.*	ຍ້ອນວ່າພຣະເຢຊູຄິດຊົດໃຊ້ບາບຂອງໂລກພວກເຮົາກໍສາມາດກັບຄືນໄປຢູ່ກັບພຣະອົງອີກຫລັງຈາກເຮົາຕາຍ. ***Because** Jesus Christ atoned for the sins of the world, we can return and live with Him after we die.*

Note: ກໍ has a few meanings, and unlike the definition of ກໍ in the "Also" section, this context means **then** or **consequently**. ຈຶ່ງ also means **then** or **consequently**. In these sentences, you might not see where a **then** would be placed, but in English it is usually implied whereas in Laotian it is often spoken. Study the sections below for further understanding on the uses of ຈຶ່ງ/ກໍ.

Cause and Effect/Interrelationship of Actions

39b

ຈຶ່ງ/ກໍ can be used as connecter words to show the relationship between an action and the outcome. When used in a sentence they mean **then** or **therefore**. They are placed in the sentence between the two clauses: the cause clause and the effect clause. ຈຶ່ງ is only used when the first part of the sentence effects the second half of the sentence. Ex 1: "If you come to church, **then** you will feel the spirit." Ex. 2: "He read the Book of Mormon and (**then**) he received a testimony."

Grammar: S + V + O + ຈຶ່ງ/ກໍ + (S) + V + O.

39c

If you add ຖ້າ at the beginning of the sentence followed by ຈຶ່ງ/ກໍ(ຊິ), then you can create an **if/then** sentence.

Grammar: ຖ້າ + S + O + ຈຶ່ງ/ກໍ(ຊິ) + (S) + V + O.

Cause

Examples:

ອາດາມແລະເອວາກິນໝ້າມໄມ້ທີ່ຫ້າມຈຶ່ງຖືກຂັບໄລ່ອອກຈາກສວນເອເດັນໄປ. *Adam and Ever ate the forbidden fruit **so** they were kicked out of the Garden of Eden.*	ພຣະບິດາເທິງສະຫວັນຢາກເຮົາປະສົບສຳເຣັດ,ຊາຕານກໍບໍ່ຢາກ. *Heavenly Father wants us to succeed **and** Satan doesn't.*
ພວກຟາລີຊາຂົ່ມເຫັງພຣະເຢຊູຄິດ,ພຣະອົງກໍຮັກເຂົາ. *The Pharisees persecuted Jesus, **and** He loved them.*	ພໍເຮົາເດີນມາເຂດນີ້ເຮົາໄດ້ຄວາມຄິດມາຢ່າມຈຶ່ງມາ. *As we were coming to this area we received the idea to come visit you **so** we did.*
ໂຢເຊັບສາມິດອ່ານພຣະຄຳພີໄບເບິ້ນກໍຖືກດົນໃຈຖາມພຣະເຈົ້າ. *Joseph Smith read the Bible **then** he was inspired to ask God.*	ຖ້າແມ່ຢາກຮູ້ຄວາມຈິງຈຶ່ງຕ້ອງທູນຖາມພຣະເຈົ້າ. *If you want to know truth **then** you must ask God.*

Then, Consequently

39d

จึ่ง/ก็ are also used to mean **then** or **consequently** when paired with แล้ว to show a time relationship between two events. ก็ is also commonly used to show this time relationship when it is placed between the subject and verb in a sentence which begins with a time period or words differentiating a specific time.

Grammar: S + V + O + แล้วจึ่ง/ก็. + (S) + V + O.

or

Time Period + S + ก็ + V + O.

or

S + จึ่ง/ก็ + V + O.

Examples:

ຕອນແລງນີ້ເຮົາຈະກິນເຂົ້ານຳແມ່ຄຳແລ້ວກໍໄປຢາມສົມໃຈ. *This evening we will eat with (Mother) Kham and **then** we'll go visit Somchai.*	ຫລັງຈາກພວກຟາລີຊາຍຂ້າພຣະເຢຊູຄິດເຂົາກໍຂົ່ມເຫັງສານຸສິດຂອງພຣະອົງ. *After the Pharisees killed Jesus Christ, they **then** persecuted His disciples.*
ພຣະເຢຊູຄິດຊົງປະສົບຄວາມທຸກທໍລະມານຂອງເຮົາເພາະສະນັ້ນພຣະອົງຈຶ່ງສາມາດຊ່ວຍເຮົາເອົາຊະນະສິ່ງເຫລົ່ານັ້ນໄດ້. *Jesus Christ experienced all of our trials; **therefore**, He can (**then**) help us overcome those things. **	ພຣະເຢຊູຈຶ່ງກ່າວວ່າ"ຖ້າພຣະເຈົ້າເປັນພຣະບິດາຂອງພວກທ່ານແທ້ແລ້ວພວກທ່ານກໍຈະໄດ້ຮັກເຮົາ." John 8:42 ***Then** Jesus said: "If God is your Father then you will **(then)** love me."*

Cause

Note: See the lesson entitled "Also" for other uses of ก็.

*In this example, จึ่ง is coupled with a conjunctive adverb (therefore). It will often be used with these, especially different forms of the word "therefore".

Conditional Statements- แฮ่ง

39e

In addition to cause and effect statements and **why** questions using จึ่ง, you can also form conditional statements using the word แฮ่ง. A conditional statement in English is commonly phrased as an **if**...**then** statement, where the extent to which you perform the first action affects the extent to which you may perform the second. In Laotian, you can tell a sentence is a conditional statement if it is an **if**...**then** statement. It is important to note, however, that not all conditional statements using แฮ่ง will be translated into English in **if**...**then** structure. For example: "The more you go to church, the more you will understand the meaning of the Sacrament." Note how this sentence could be put into **if**...**then** form: "If you go to church more often, you will then understand the meaning of the Sacrament better." This is a beautiful grammar principle because it implies that the more you do something, the more you will get the result of the second action. This can be very powerful when teaching somebody who is struggling to follow Christ.

Grammar: (S) + แฮ่ง + V_1 + O_1 + แฮ่ง + V_2 + O_2

or

(S) + V_1 + O_1 + แฮ่ง + V_2 + O_2

Note: the subject of the sentence is in parentheses because it is not always used. If not said, the subject is implied.

Examples:

ແຮ່ງໄປໂບດແຮ່ງເຂົ້າໃຈຄວາມຫມາຍຂອງພິທີສິນລະລຶກ. ***The more*** *you go to church,* **the more** *you understand the meaning of the Sacrament.*	ຄັນອ່ານພຣະຄຳພີເຈົ້າແຮ່ງຊິຮູ້ພຣະປະສົງຂອງພຣະເຈົ້າໃຫ້ເຈົ້າ. *If you read the scriptures, you will* ***increasingly*** *understand God's will for you.*
ແຮ່ງເຮັດຕາມສາດສະດາແຮ່ງມີຄວາມສຸກໃນຊີວິດນີ້. ***The greater the extent*** *to which you follow the prophet,* ***the more*** *happiness you will have in this life.*	ຖ້າເຈົ້າເຊື່ອຟັງພຣະບັນຍັດຂອງພຣະເຈົ້າເຈົ້າແຮ່ງຊິຮັບພອນຈາກພຣະອົງ. *If you obey the commandments of God, you will be* ***increasingly*** *blessed by Him.*

Activities (see answers on pp. 240-241)

Learn on Your Own

A. Translation

On a separate sheet of paper, translate the sentences using: **why**, **for what reason**, **because** and **as a result of**. Check your answers in the back.

1. Right now I don't understand everything but I obey the commandments because I have faith in God.
2. The Great Apostasy happened because of the wickedness of the people.
3. I know that the Church is true because I prayed and received a witness.
4. Why do you want to be baptized?
5. For what reason do we need the Book of Mormon?
6. If you keep your thoughts pure, you will increasingly recognize the promptings of the Holy Ghost.
7. The more you learn about Jesus Christ, the more love you will have for him.
8. As a result of the sacrifice of Jesus Christ, I can feel peace in my heart.
9. Why would someone want to die for someone else?
10. We are all good people because God is our Heavenly Father and Jesus Christ is our Savior.
11. For what reason did allow us to come back and teach you?
12. The more you feel the Spirit, the more you will understand the love of God.

B. Create Sentences

On a separate sheet of paper, create sentences using the following clauses and either ກໍ or ຈຶ່ງ. Remember that ຈຶ່ງ is used to link two clauses that have a cause-effect relationship, and ຈຶ່ງ/ກໍ can both be used to mean **then** or **therefore**. Your sentences will be different, but you can compare your sentences with those in the answer section to see an example sentence.

1. Read the Book of Mormon; accept the Word of Wisdom as truth from God.
2. Study the scriptures everyday for ten minutes; burdens won't be so heavy.
3. Pay attention; see God's miracles everyday.
4. Be baptized; receive the Holy Ghost.
5. Repent; be baptized.
6. Pray for help; quit smoking.
7. Learn about Christ; understand His plan.
8. Help Sister Khamsukcaydii; visit the Branch president.

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ພຣະເຈົ້າອະນຸຍາດໃຫ້ສິ່ງທີ່ບໍ່ດີເກີດຂຶ້ນເປັນຫຍັງ?
   Why does God allows bad things to happen?
2. ເພາະວ່າອາດາມຕົກເຮົາມີສິດທີ່ຈະເລືອກ.
   Because Adam fell, we have agency.
3. ເຮົາເສຍພຣະວິຍານຈຶ່ງເຮົາບໍ່ເຊື່ອຟັງພຣະບັນຍັດຂອງພຣະເຈົ້າ.
   We lose the spirit because we disobey God's commandments.
4. ມັນເປັນການດີວ່າອາດາມແລະເອວາໄດ້ກິນໝາກໄມ້ເພາະເຮົາສາມາດລົງມາໃນໂລກໄດ້.
   It was good that Adam and Eve ate the fruit because, as a result, we were able to come to the earth.

5. ເຮົາສາມາດອາໄສນຳພຣະເຈົ້າເພາະການຊົດໃຊ້.
   We can live with God as a result of the Atonement.
6. ຫຍັງເຈົ້າຢ້ານຮັບບັບຕິດສະມາ?
   Why are you afraid to be baptized?
7. ເຈົ້າໄປໂບດແຮ່ງເຈົ້າຮັບຮູ້ພຣະເຈົ້າແຮ່ງ
   The more you go to church, the more you will come to know God.
8. ຄັນເຈົ້າອ່ານພຣະຄຳພີມໍມອນເຈົ້າຊິປາດຖະໜາຮັກສາພຣະບັນຍັດຂອງພຣະເຈົ້າ.
   If you read the Book of Mormon, you will increasingly desire to keep the commandments of the Lord.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ເປັນຫຍັງເຈົ້າຈຶ່ງບໍ່ຢາກອ່ານພຣະຄຳພີ?
2. ເພາະວ່າຂອ້ຍໄປໂບດຂອ້ຍຮູ້ສຶກດີ.
3. ເຈົ້າຢາກຂຶ້ນສະຫວັນເປັນຫຍັງ?
4. ເຈົ້າຄິດຫຍັງແດ່ເປັນຫຍັງເຈົ້າຈຶ່ງບໍ່ອ່ານພຣະຄຳພີ?
5. ແຮ່ງອະທິຖານແຮ່ງເຂົ້າໃຈພຣະປະສົງຂອງພຣະເຈົ້າ.
6. ເພາະເຈົ້າຊິຮັບບັບຕິດສະມາເຈົ້າຊິເຫັນວ່າຊີວິດຂອງເຈົ້າຊິປັບປຸງຂຶ້ນ.

E. Specific Blessings Activity (~5 min. per question)

On page 197 of *Preach My Gospel* under "Promise People Blessings," it states, "People need a reason to change their thoughts and actions. Promised blessings often provide powerful motivation to obey God." Use this chart to write some specific blessings for each commandment as well as blessings for specific investigators. **For example**: a parent, a single parent, a teenager, a college student, an older person, a business owner, etc. This may be either a writing or speaking activity with your companion. Make sure to use the correct **why**, **as a result of** or **because**. Also, create conditional statements as appropriate. You may only have time enough to answer a few of these questions per study session.

Commandment/ Commitment(ພຣະບັນຍັດ/ ຄຳໝັ້ນສັນຍາ)	**Why**(ເປັນຫຍັງ/ເຫດການໃດ?)**did God give the commandment and why do we need it?**	**As a result of/Because**(ຍ້ອນວ່າ/ເພາະວ່າ) **What blessing will we receive?**
Will you pray to know that God and Jesus Christ are real?	ເປັນຫຍັງ/ເຫດການໃດ...ຈຶ່ງ....	ຍ້ອນວ່າ...(ກໍ/ຈຶ່ງ) or ເພາະວ່າ...(ກໍ/ຈຶ່ງ)
Will you pray to know that the church is the only true church?		
Will you pray to know that Joseph Smith was a prophet of God?		
Will you pray to know that the current prophet is a prophet of God?		
Will you pray to know the Book of Mormon is true?		
Will you come to church and keep the Sabbath day holy?		
Will you be baptized?		
Will you obey the laws of God?		
Will you kneel and pray daily as individuals and as a family?		
Will you live the law of chastity?		
Will you live the Word of Wisdom?		
Will you live the law of tithing when you are baptized?		

Commandment/ Commitment(ພຣະບັນຍັດ/ ຄຳໝັ້ນສັນຍາ)	**Why**(ເປັນຫຍັງ/ເຫດຜານໃດ?)**did God give the commandment and why do we need it?**	**As a result of/Because**(ຍ້ອນວ່າ/ເພາະວ່າ) **What blessing will we receive?**
Will you fast and pray on the next fast Sunday for some special need?		
Will you donate a generous fast offering [after you are baptized]?		

F. Language Study Plan Activity (~20 min.)
"Actively listen" bullet 3. Listen to how natives use these words especially **because** and **as a result of**. They are similar but convey different meanings. If you need to, ask a member to explain the difference and uses of each, and then listen to how they use them.

Learn with Your Companion

G. "Why do we obey this rule?" Activity (~30 min.)
With your companion open up your missionary handbook and discuss a rule that you have been keeping. Talk about why we have the rule and what blessings and results you have seen in your mission because you have been keeping it. After finishing, find two more rules and repeat the activity. Practice using grammar from "cause and effect" and "conditional statements".

H. Self-Reflection Activity (~30 min.)
In *Preach My Gospel* on page 152, under the second bullet in the personal study section, there are three questions to help missionaries think of their final day in the mission field. Add one more question: Why did you come on a mission? Then ask this and the other three questions to your companion. These questions focus on seeing the big picture of a mission, realizing goals and what you can do to accomplish them. While doing this activity use this grammar principle in its correct form. Afterwards, write down some of your thoughts and goals in your study journal or planner.

Learn with a Native Speaker

I. Addiction Recovery Activity (~40 min.)
If possible, identify an investigator who is struggling with the Word of Wisdom or Law of Chastity. Turn to page 189 in *Preach My Gospel* under the section "A Plan for Overcoming Addictive Behavior." Focus on the first three bullets:
- "Have them outline the times, places, and people that contribute to the behavior,"
- "Have them write down what the behavior is causing them to miss now and, if not corrected, what it will cause them to miss in the future,"
- "Have them write down different things they can do to avoid or discourage inappropriate behavior."

Use these guidelines to decide how to help the investigator change their behavior and come unto Christ through baptism. Help them to see why we have the commandment, good and bad consequences relating to it, as well as blessings from living it. Remember to focus on using the grammar principle correctly.

J. Count Your Blessings Activity (~30 min.)
Make an appointment with a recent convert. With the convert, read the hymn "Count Your Blessings" both in English and Laotian. Ask this recent convert why they joined the church, why they wanted to live specific commandments, and what some of the specific blessings were/are that they received from living certain commandments. Then, read the words of the song together from the Laotian hymn book and discuss some of the verses. Focus on how many blessings have resulted from your and their membership in the church.

Learn with Your District

K. "I'm commited!" Discussion (~40 min.)
Make a list of missionary rules or principles from the gospel that are hard to follow or that are hard to understand. Brainstorm together as a district why we have the rules or principles and what blessings everyone has seen in their lives from living those specific commandments. Also, find examples in the scriptures where people have obeyed even though they didn't fully understand why. Set goals as a district to renew your commitment to living a certain rule or applying a principle.

L. District Book of Mormon Study (~35 min.)
Turn to *Preach My Gospel* page 107 under the section "The Book of Mormon Answers Questions of the Soul." Have all the missionaries in the district write down a specific question of their soul. Have them share with the district what the question is, why they have it, and how it has affected their lives. Make sure to tell the missionaries that this does not have to be a very personal question. Then, as a district, pick a couple of questions to study from the Book of Mormon to help answer that question. While doing this activity use this grammar principle as often as possible.

Review: Cause and Effect

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

- Why questions
- Cause and Effect
- Conditional Statements-ແຮ່ງ
- Then/Therefore

Activities (see answers on p. 241)

Review on Your Own

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 8 errors in it. Check your answers.

ເທື່ອທຳອິດທີ່ພວກເຮົາພົບກັບລາຍເພິ່ນມີຄຳຖາມຫລາຍກ່ຽວກັບເລື່ອງທີ່ເຮົາສອນ. ເພິ່ນຖາມວ່າພຣະເຈົ້າເປັນຫຍັງເລືອກໂຢເຊັບ ສະມິດຜູ້ທີ່ເປັນເດັກນ້ອຍໃຫ້ຟື້ນຟູສາດສະໜາຈັກຂອງພຣະເຢຊູຄິດ? ເພິ່ນບໍ່ຄ່ອຍມີປະສົບການຫລາຍກັບສາດສະໜາຄິດສະຕຽນ ຈຶ່ງເພິ່ນເຂົ້າໃຈຍາກ. ແຕ່ຂ້ອຍກັບແອວເດີຈອນຊັນຮັກລາຍຫລາຍແລະບໍ່ຢາກໃຫ້ເພິ່ນທໍ້ຖອຍໃຈ. ຫລັງຈາກເຮົາສອນລາຍເປັນເວລາຫ ລາຍອາທິດເພິ່ນກໍຕັດສິນໃຈວ່າຢາກໄປໂບດ. ກ່ອນໄປໂບດເຮົາບອກເພິ່ນວ່າຖ້າເຈົ້າບໍ່ເຂົ້າໃຈທຸກສິ່ງມັນກໍບໍ່ເປັນ ຫຍັງດອກ. ແຮ່ງໄປໂບດຊິເຂົ້າໃຈ ຄວາມໝາຍຂອງມັນ. ເພາະເຮົາເວົ້າຈັ່ງຊັ້ນເພິ່ນບໍ່ຢ້ານ. ເມື່ອເພິ່ນໄປຫອ້ງຮຽນວັນອາທິດ ຄູຖາມນັກຮຽນວ່າເປັນຫຍັງເຮົາຕອ້ງຮັບບັບຕິດສະມາດວ້ຍນ?ໍ ທຸກຄົນໆງຽບສະນັ້ນລາຍເວົ້າວ່າເພາະພຣະເຢຊູບັນຊາໃຫ້ເຮັດ. ຄູຕອບວ່າແມ່ນແລ້ວນອ້ງລາຍ. ພຣະອົງເປັນຕົວຢ່າງສຳລັບພວກເຮົາແລະຖ້າເຮົາຮັກພຣະອົງເຮົາຄວນເຮັດສິ່ງທີ່ພຣະອົງເຮັດ. ແລ້ວຄູ ຖາມວ່າເປັນຫຍັງເຮົາຕອ້ງຮັບບັບຕິດສະມາຈາກຄົນທີ່ມີສິດອຳນາດຂອງພຣະຜູ້ເປັນເຈົ້າ? ຜູ້ຄົນໃນຫ້ອງຮຽນສົນທະນາເລື່ອງ ເຫລົ່ານີ້ແລະລາຍຄິດຢູ່ໃນໃຈຂອງເພິ່ນກ່ຽວກັບຄວາມຮູ້ສຶກທີ່ເພິ່ນມີຕໍ່ພຣະເຢຊູຄິດ. ສອງອາທິດຕໍ່ມາລາຍຮັບບັບຕິດສະມາເອົາຮັບພຣະ ວິນຍານບໍຣິສຸດໃນມື້ຕໍ່ມາ. ຂອ້ຍກະຕັນຍູຫລາຍສຳລັບຄູສອນທີ່ຟັງແລະເຮັດຕາມການກະຕຸ້ນຂອງພຣະວິນຍານບໍລິສຸດເມື່ອເພິ່ນສອນ.

B. Error Correction

This activity will help you see where you need to improve. Each sentence has at least one error. Write down the corrected sentence or say it to your companion. Check your answers.

1. ແຮ່ງອ່ານພຣະຄຳພີຊິເຂົ້າໃຈຈຸດປະສົງຂອງຊີວິດ.
2. ເຈົ້າຄິດຫຍັງແດ່ເປັນຫຍັງທຸກຄົນຕອ້ງມີສັດທາ?
3. ເພາະສັດທາຂອງແມ່,ຂອ້ຍຕັດສິນໃຈປ່ຽນຊີວິດແລະເຮັດຕາມ ພຣະຜູ້ຊ່ອຍໃຫ້ລອດຂອງຂອ້ຍ.
4. ຫລັງຈາກເພິ່ນໄປໂບດເພິ່ນຈຶ່ງໄປກິນເຂົ້າກັບນອ້ງສາວຂອງ ເພິ່ນ.
5. ລາວເຕີບໂຕເປັນຄົນພຸດແລະບໍ່ເຂົ້າໃຈຄວາມໝາຍຂອງຄຳສັບ ວ່າການກັບໃຈ.
6. ເຈົ້າຄິດແນວໃດແດ່ເຈົ້າເປັນຫຍັງຈຶ່ງຮູ້ສຶກພຣະວິນຍານບໍລິສຸດ ເມື່ອເຈົ້າອະທິຖານ?
7. ຖ້າເຈົ້າໄປພຣະວິຫານເຈົ້າຊິມີທັດສະນະນິລັນດອນ.
8. ພຣະເຢຊູຄິດສອນຜູ້ຄົນແລ້ວເຂົ້າເຮືອເດີນຂ້າມທະເລ.
9. ທຸກຄົນມີຄວາມທຸກຍາກໃນຊີວິດຂອງເຂົາເຈົ້າເປັນຫຍັງ?
10. ຄຳປາໃສຂອງເພິ່ນຂອ້ຍປ່ຽນການກະທຳ.
11. ອ່ານພຣະຄຳພີແຮ່ງມີອຳນາດເອົາຊະນະການລໍ້ລວງຂອງ ຊາຕານແຮ່ງ.
12. ພວກເຮົາເຄາະປະຕູເປັນເວລາສອງຊົ່ວໂມງແລ້ວໄປສອນຜູ້ສົນ ໃຈຄົນໜຶ່ງຂອງພວກເຮົາ.
13. ຊາວເລມັນໂຈມຕີເມືອງຂອງຊາວນີໄຟຫລາຍເທື່ອສະນັ້ນຊາວນີ ໄຟຕອ້ງສູ້ຣົບກັບພວກເຂົາ.
14. ເຈົ້າຄິດຫຍັງແດ່ເປັນຫຍັງພຣະເຈົ້າເລືອກໂຢເຊັບສະມິດ ໃຫ້ຟື້ນຟູສາດສະໜາຈັກຂອງພຣະອົງ?
15. ປະທານມອນຊັນຢ້ຽມຢາມສະມາຊິກຢູ່ເມືອງລາວແລະໄປເກາະ ຟິນລິບປິນ.
16. ຄົນເຈົ້າອະທິຖານແລະຂໍຈາກພຣະເຈົ້າເຈົ້າຊິມີຄວາມໃຈບຸນ.
17. ເມື່ອຊາຍໜຸ່ມໄດ້ຍິນເຊັ່ນນີ້ລາວຈາກໄປດວ້ຍຄວາມທຸກໃຈຢ່າງ ໜັກເພາະລາວເປັນຄົນຮັ່ງມີຫລາຍ.
18. ລາວຟັງປະທານມອນຊັນເວົ້າແລະໄດ້ຕັດສິນໃຈຮັບ ບັບຕິດສະມາ.
19. ເພາະການປະພຶດຂອງໂຄລີແອນທັນຫລາຍຄົນບ່ຢາກຟັງ ພຣະກິດຕິຄຸນ.
20. ທຸກຄົນຄວນອ່ານພຣະຄຳພີມ້ມອນທຸກມື້ເປັນຫຍັງ?

C. Translation

On a separate sheet of paper, translate the following sentences into Laotian. Check your answers.

1. Because God is our father, he wants to communicate with us.
2. Why do we need to be baptized?
3. The more you read the Book of Mormon the more you'll feel the Spirit.
4. I want to testify of Christ because I know He loves each of us.

5. Because Joseph Smith sincerely asked God, he obtained an answer to his prayers.
6. The more I thought about it the more I realized that God is watching over me.
7. Why can't you drink tea? I heard green tea is good for the body.
8. I know that if you come to the baptism this Saturday you will feel a special feeling that you've never had before.
9. If I hadn't found the true gospel, I would have been divorced from my wife because of drugs and alcohol.
10. After seeing the humble state of the poor Zoramites Alma (then) began to teach them about faith.
11. First we show our willingness to follow God by being baptized then we do our best to follow His teachings the rest of our lives.
12. If you receive an answer to your prayers, will you be baptized?
13. Because obeying the gospel of Jesus Christ is not an easy thing, the blessings that those who obey receive are great.
14. This was Brother Keo's question: since everyone that came to earth previously chose to follow Christ, why are there more people now that don't believe in Christ than those that do?
15. Because the people of Jerusalem were evil, God decided to destroy the whole city around 600 *B.C.*
16. The more you pray the easier it will be.
17. If you will sincerely pray, God will let you know why you need to get baptized and confirmed.
18. I know if you sincerely study the scriptures and pray every day, your heart will be full of happiness.

***D. Preach My Gospel* Activities** (~30 min. each)

1. Turn to page 234 in ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ and read through the baptismal interview questions. For each question write the following in Laotian on a seperate piece of paper: 1) ask why it is important for your investigator to believe/follow what the question asks, 2) answer why it is important to believe/follow the principle from the question, 3) state the blessings that will be received because of following/believing what the question asks about. Do your best to use the Cause and Effect grammar learned in this section as you do this activity. Share your answers with your companion and ask for feedback.

2. Open ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ to Chapter 3 Lesson 2 about the Plan of Salvation. Look through this lesson and, on a piece of paper, write down several sentences containing points of doctrine. (Ex: Everyone will be resurrected.) After you've written down these sentences then think of things resulting from the primary sentences and write them next to them. (Ex: Everyone will be resurrected. Everyone will receive perfect bodies.) Next, connect the cause sentence with the effect sentence using ຈຶ່ງ. (Ex: Everyone will be resurrected ຈຶ່ງ everyone will have perfect bodies.) The final step is to translate the entire cause-effect sentence into Laotian.

E. Writing Activity 1 (~20 min.)
Write a 5-minute talk about the Atonement in Laotian. Describe what He did, why He had to do it, and what effect it has on us. Underline the structures from this function that you used, and get feedback from a native speaker. Read your paragraph to one of your investigators and bear your own testimony of the Atonement using the structures you have practiced.

F. Speaking Activity (~15 min.)
Write out what you might share with someone who is struggling to receive an answer to their prayers. Help them to know what they must do and how they will be answered. Have your companion or a native speaker give you feedback on how you did. Make plans to give your note to someone it would help. Focus on correctly using this grammar principle as you do this activity.

Review with your Companion

G. Scripture Activity (~10 min.)
Have one missionary in the companionship choose a commandment/commitment from lesson 3 of ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ and ask why someone needs to keep that commandment/commitment. The other missionary in the companionship will then find a scripture that teaches why we need to keep that commandment/commitment (blessings received/consequences of not following, etc). Using the scripture and the correct grammar, the second missionary will answer the question and share their testimony. Switch so that both missionaries get a chance to create a **why** question and answer a question.

H. Teaching Activity (~20 min.)
Write down 10 of the grammar structures from this review on a piece of paper. Choose a doctrine from the lessons, (i.e., the Atonement, The Great Apostasy, etc.) and take turns with your companion saying sentences about that doctrine using the structures you wrote down. Put a checkmark by the ones you use, and keep going until you have used them all or cannot think of any more sentences. Then choose a new topic, and repeat the activity again.

I. Speaking Activity (~20 min.)
Discuss the answers to the following questions with your companion in Laotian. During this discussion focus on correctly using the grammar principles learned in this section.

- What has influenced your decision to serve a mission?
- What drove Joseph Smith to pray in the grove of trees?
- What causes a person to have a broken heart and contrite spirit?
- How did the Lord help the Brother of Jared's faith grow as he built the boats?
- What would have happened if there were no atonement?
- What was the result of Nephi's faith in getting the brass plates?
- How did you come to know that Joseph Smith was a true prophet?
- Which commandment has been most influencial in your life? How?

Review with a Native Speaker

J. Teaching Activity (~15 min.)
Visit a native member and give them a list of some of the grammar structures from this function. Brainstorm with the native speaker to come up with 5-7 sentences about "Agency and the Fall of Adam and Eve" using the grammar structures from this function. Note any differences in the way the member used the grammar from how you usually use it. Use these sentences the next time you teach this principle.

K. Reading Activity (~15 min.)
Have a native read the following scriptures one sentence at a time: John 1:15, , 4 Nephi 1: 28, John 8:42-43, and Helaman 27:8 (each of these verses contains one or more grammar structures from this function). Repeat each sentence they read after it, and try to match their pronunciation, accentuation, and speed (i.e., what words they put emphasis on and which ones they don't, where they speed up, where they slow down, etc.). Ask them for feedback on your pronunciation. Then ask them which of these 5 scriptures they like the most and have a short discussion with them about it. Make sure to use the grammar structures from this lesson in your discussion.

Review with a Your District

L. Pros and Cons Activity (~30 min.)
Come up with a list of commitments that investigators may struggle to keep (getting baptized, quitting smoking, paying tithing, etc.). Have everyone get a partner that is not their companion and assign a concern to them. Have each companionship take 5-10 min to 1) make a pro and con list, both for keeping the commitment and for not keeping the commitment *from the investigator's point of view* (see example below), and 2) prepare a roleplay in which they use the grammar structures from this function to help an investigator think through a concern and resolve it. Take turns performing your role plays and give each other feedback.

Quit Smoking		Continue Smoking	
Pros	**Cons**	**Pros**	**Cons**
Save money	It will be hard	Keep friends/business	It's expensive
More physically healthy	Might lose friends/business	It's easier	Physically harmful to self/others
More able to feel the Spirit	They might fail again	Relieves stress	They aren't in control of self

M. Sharing Personal Experiences (~20 min.)
Write the cause-effect grammar principle on the board and review it for a few minutes. Then have each of your district members write an experience about a time when something caused them to get on their knees and pray. Have them answer the following questions in a paragraph using the cause-effect grammar structure you wrote on the board: 1) What caused them to get on their knees? 2) What was the effect of their prayer? 3) What would have happend if they hadn't prayed? Take turns sharing your experiences, and give each other feedback on your grammar usage.

Asking and answering questions of

Quality, Quantity, Number, and Sequence

Purpose

This function will help you talk about a comparison between two things; for example, which kingdom of glory is the highest, or how one can exercise greater faith. Below are examples of the types of sentences you will be able to express with the grammar in this function.

- I have **three brothers**. (Quantity)
- Please read **3** Nephi **11**. (Numbers)
- How many lessons do you have **left** to learn? (Remainder)
- Nephi and Laman are **very different**. (Comparisons)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that you will perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- The Gospel Blesses Families (How does the gospel help our families be better?)
- The Great Apostasy (How were people different during a time of apostasy?)
- Kingdoms of Glory (Which kingdom is the highest/lowest?)
- We Can Be Cleansed from Sin (In what ways can we be more like the Savior?)

Tasks from *Missionary Vocabulary and Phrase* Book

- Make a Purchase (When selecting an item to buy, which is the best? Why? How much does it cost?)

Numbers

Examples from *Vocabulary and Phrases*

The appointment begins at seven o' clock.	ນັດເລີ່ມເຈັດໂມງ.
This passage is found in John, fourteen verse six.	ຂໍ້ຄວາມນີ້ຢູ່ໃນໂຢຮັນບົດທີ່ສິບສີ່ຂໍ້ທີ່ຫົກ.

Explanation

Singular

40a

One = ໜຶ່ງ	Two = ສອງ
Three = ສາມ	Four = ສີ່
Five = ຫ້າ	Six = ຫົກ
Seven = ເຈັດ	Eight = ແປດ
Nine = ເກົ້າ	Ten = ສິບ

Numbers in Laotian script

1 = ๑	2 = ๒
3 = ๓	4 = ๔
5 = ๕	6 = ๖
7 = ๗	8 = ๘
9 = ๙	10 = ๑๐

Teens

40b

When you get into the teens you must say, “ten” and then a singular number.

Example: Ten + # (1, 2, 3...)

Eleven = ສິບເອັດ*	Twelve = ສິບສອງ
Thirteen = ສິບສາມ	Fourteen = ສິບສີ່
Fifteen = ສິບຫ້າ	Sixteen = ສິບຫົກ
Seventeen = ສິບເຈັດ	Eighteen = ສິບແປດ
Nineteen = ສິບເກົ້າ	

* ໜຶ່ງ is not used when putting “one” after numbers such as thirty-one, twenty-one, etc. Instead, ເອັດ is used.

20’s

40c

With the twentys, you use the word ຊາວ, and then a singular number.

Example: Twenty + #(1, 2, 3...)

Twenty = ຊາວ	Twenty-one = ຊາວເອັດ
Twenty-two = ຊາວສອງ	Twenty-three = ຊາວສາມ

30’s-99

40d

With these numbers, you use the singular number (1, 2, 3..), ten, and then the singular number (1, 2, 3...) again.

Example: #(1, 2, 3...) + Ten + #(1, 2, 3...)

Thirty-one = ສາມສິບເອັດ	Fourty-five = ສີ່ສິບຫ້າ
Fifty-nine = ຫ້າສິບເກົ້າ	Eighty-six = ແປດສິບຫົກ
Seventy-three = ເຈັດສິບສາມ	Ninety-eight = ເກົ້າສິບແປດ

Larger numbers

40e

Examples:
Hundred - if number is above 200 = Singular number (1, 2, 3...) + Hundred + Singular number (1, 2, 3...)
- if number is lower than 200 = Hundred + Singular number (1, 2, 3...)
Thousand - if number is above = Singular number (1, 2, 3...) + Thousand + (1, 2, 3...) + Hundred + (1, 2, 3...) + Ten + Singular number (1, 2, 3...)
- if number is lower than = Thousand + (1, 2, 3..) + Hundred + (1, 2, 3..) + Ten + Singular number (1, 2, 3..)

Hundred = ຮ້ອຍ (pronounced ລ້ອຍ)	Thousand = ພັນ
Ten-thousand = ໝື່ນ	One-hundred-thousand = ແສນ
Million = ລ້ານ	Billion = ພັນລ້ານ
1820 = ພັນແປດຮ້ອຍຊາວ	2010 = ສອງພັນສິບ
1993 = ພັນເກົ້າຮ້ອຍເກົ້າສິບສາມ	2011 = ສອງພັນສິບເອັດ

Number: Plurality

40g

In Laotian to indicate plurality, you do not add an “s” at the end of a word. Plurality with objects and people must be specified by using an actual number and classifier. To pluralize pronouns,the word ພວກ is used. In conversation, plurality is understood by context or again, actual specified number.

Example:	*We have two apple**s**.*	ເຮົາມີໝາກແອບເປິ້ນສອງໜ່ວຍ.
	*The elder**s** taught Sam.*	ພວກແອວເດີສອນແສມ.

The word “apples” is not pluralized by adding an “s” sound. Rather, it is specified by using a specific number. *See the lesson entitled “Classifiers” to see how numbers and classifiers are used to specify a quantity.

Activities (see answers on pp. 241-242)

Learn on Your Own

A. Translation
On a separate sheet of paper, translate each number to practice the word order. Check your answers.

1. Two	2. Twenty-three	3. Fifty-eight	4. Sixteen
5. Fourty-one	6. 184	7. 241	8. 1983
9. Twenty-one	10. 549	11. 751	12. Seventy-one
13. 2010	14. Eighteen	15. Thirty-nine	16. 496

B. Common Errors
Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ສາດສະໜາຈັກຖືກຟື້ນຟູໃນເດືອນສີ່ມື້ທີ່ແປດປີພັນແປດຮ້ອຍສາມສິບ.
   The church was restored on April 6, 1830.
2. ອ້າຍຂອງເຢເລັດເອົາຫີນຫົກສິບກ້ອນສະແດງໃຫ້ພຣະເຈົ້າ.
   The Brother of Jared presented the Lord with sixteen stones.
3. ມີອັກຄະສາວົກສິບເອັດໜຶ່ງຄົນ,ສາດສະດາຄົນໜຶ່ງແລະທີ່ປຶກສາສອງຄົນ.
   There are twelve Apostles, one Prophet and two counselors.
4. ໃນກຸ່ມອົງມີພຣະອົງສີ່ອົງ.
   In the Godhead there are three beings.
5. ຂໍເປີດພຣະຄຳພີເຖິງໜ້າທີ່ຮ້ອຍສາມສີ່ສິບສອງແດ່?
   Would you turn to page three hundred forty-two?
6. ໃນວັນທີເຈັດ,ພຣະເຈົ້າໄດ້ຜັກພ່ອນເປັນເວລາມື້.
   On the seventh day, God rested for one day.

C. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key.

1. ພຣະເຢຊູຄິດໄດ້ອົດອາຫານເປັນເວລາສິບມື້ເພື່ອສະແດງຕົວຢ່າງໃຫເຮົາ.
2. ພຣະເຈົ້າສ້າງໂລກພາຍໃນເຈັດວັນ.
3. ສ່ວນຫລາຍຜູ້ຖືຖະນາປະໂລຫິດສອງຄົນອອຍພອນເຂົ້າຈີ່ແລະນ້ຳສົນລະລຶກ.
4. ພໍ່ແມ່ຂອງຂອ້ຍເປັນສະມາຊິກໄດ້ສອງສິບປີ.
5. ສາດສະໜາຈັກຖືກສ້າງຂຶ້ນເທິງພື້ນຖານອັກຄະສາວົກເກົ້າຄົນແມ່ນບໍ?
6. ເຢຄອບມີລູກສອງສິບຄົນ.

D. Scripture Activity (~30 min.)
Below are several scripture references that have numbers in them. Read the scriptures to learn the word order of numbers.

Genesis 5:3-32	Alma 11:22, 25
Genesis 1:5,8,13,19,23,31 and Genesis 2:2-3	Deut. 9:9,11,18,25
Malachi 3:10	

E. Parables and Stories (~30 min.)
The following parables/stories contain numbers. Read them and see how classifiers or pluralizers are used to designate plurality or the specific number. Share one of these stories with your companion focusing on using numbers correctly and ask them to correct you if needed.

Ten Virgins	Ten Lepers
Lost coin	Talents

F. Language Study Plan Activities (~15 min.)
1. "Memorize vocabulary and phrases" bullet 3. Write down some numbers in which are hard for you to remember. Carry them around with you and find as many ways you can to use them throughout the day.

Learn with Your Companion

G. Planning Activity (~35 min.)
During weekly planning open up your area book and have a blank Potential Investigators and Progress Record sheet with you. Using numbers, go through all of your potential investigators, new investigators, progressing investigators, recent converts and dropped investigators and talk about when they were first contacted, how many lessons have they had, how many times they have been to church, and how long have they been taught. Organize all of the people into these categories from oldest contact date to most recent. Make plans this week to move people from one phase to another (from potential investigator ***to*** new investigator or progressing investigator etc.).

H. Application Activity (~Duration of Mission and Beyond.....)
From now until the end of your mission write numbers in your daily planner only in Laotian script. This will help you to recognize the numbers but also use them everyday in context. Repetition will allow you to master the numbers. Then every night at daily planning or when you are reporting your numbers from your daily planner to weekly reports sheet, say the numbers out loud to each other.

I. Exercise Activity (~30 min.)
During your morning exercise time, pracitce counting as you do pushups, sit-ups, pull-ups, etc. Do this individually, and take turns counting with your companion.

Learn with a Native Speaker

J. Tithing Lesson (Preparation ~15 min. - Lesson ~30 min.)
Prepare a lesson on tithing for an investigator who is struggling with their faith in paying tithing. In addition to teaching the doctrine, promising blessings, and sharing experiences and scriptures, take out a piece of paper and show them the math. Give several examples of how much ten percent really is. If you have one or know someone who has, share an experience using the math to show them specifically how much ten percent and the blessings they will receive. Afterwards, invite the investigator to live the Law of Tithing.

K. Introduce Your Family (Review ~15 min. - Activity ~30 min.)
Prepare a lesson from lesson one's "Gospel Blesses Families." Bring a picture of your family and introduce each member.

While using numbers, tell how many brothers and sisters you have, their age and if they have family of their own. Share experiences from certain ages of life to show how the gospel blessed your life and family. Invite the family to have family prayer together every night and come to church. Review the sections entitled “Classifiers” and “Family Relations” prior to this activity to correctly state the number of family members.

Learn with Your District

L. District Goals Activity (Make ~10 min. - Follow up ~15 min.)
As a district set goals for the week. These categories can be: vocabulary words, contacts, new investigators, baptismal dates, **S**peak **Y**our **L**anguage, giving away copies of the Book of Mormon, etc. Make sure that these goals have numbers that represent people as stated in *Preach My Gospel* page 146. While setting goals, use the numbers properly and as often as possible. At the end of the week, follow up and report your numbers for your goals.

Relative Quantity

Examples from *Vocabulary and Phrases*

God doesn't want us to worry **too** much.	ພຣະເຈົ້າບໍ່ຢາກໃຫ້ເຮົາເປັນຫວ່ງຫລາຍໂພດ.
We have **more** blessings than we can receive.	ພວກເຮົາມີພອນເກີນກ່ວາສາມາດຮັບໄດ້.
Moses **didn't** speak **very** clearly.	ໂມເຊເວົ້າບໍ່ແຈ້ງປານໃດ.
Disobedience doesn't give us **any** blessings **at all**.	ການບໍ່ເຊື່ອຟັງບໍ່ນຳພອນມາໃຫ້ເລີຍ.
I know you can't read the Thai Book of Mormon **very well** but I know that God will help you.	ຂ້ອຍຮູ້ວ່າເຈົ້າອ່ານພຣະຄຳພີມໍມອນພາສາໄທບໍ່ເກ່ັງປານໃດແຕ່ຂ້ອຍຍັງຮູ້ວ່າພຣະເຈົ້າຊິຊ່ວຍເຈົ້າ.

Explanation

41a

When you want to know the relative quantity of an object, action, or adjective, the words listed below can be used. Be aware that these words are not used when asking for the exact number of something. That is said using the word ຈັກ plus a classifier.

*Review the questions words from lesson 6 if you want to ask a question about the exact number of objects.

Laotian	English	Sentence Structure	Examples
ໂພດ	Too much	S + V + O + adj + ໂພດ or S + V + adv + ໂພດ	ເລມັນແລະເລມູເອັນຈົ່ມຫລາຍໂພດ. *Laman and Lemuel complained **too much.***
ເກີນ	More, in excess	S + V + O + ເກີນ + adj.	ການເຮັດບາບເໝືອນການຂັບລົດໄວເກີນກຳນົດ. *Committing sin is like driving **faster than the speed limit.***
(ພຽງ)ພໍ	Enough	S + V + (ພຽງ)ພໍ. or S + V + O + (ພຽງ)ພໍ.	ເຮົາບໍ່ຄວນເວົ້າວ່າເຮົາມີການເປີດເຜີຍພຽງພໍແລ້ວ. *We shouldn't say we've had **enough** revelation.*
ບໍ່...ເລີຍ	Not at all	S + ບໍ່ + V + O + ເລີຍ	ລາວບໍ່ໄປໂບດເລີຍ. *He doesn't go to church **at all**.*
ບໍ່ຄ່ອຍ... ບໍ່..ປານໃດ	Not very	S + V + ບໍ່ຄ່ອຍ + adj + (ປານໃດ) or S + V + ບໍ່ + adj + ປານໃດ or ບໍ່ + V + O + adj + ປານໃດ or S + ບໍ່ + adj + ປານໃດ	ອີນັກເວົ້າບໍ່ຄ່ອຍດີ(ປານໃດ). *Enoch **didn't** speak **very** well (at all).* ຂ້ອຍສອນບໍ່ເກ່ັງປານໃດ. *I don't teach **very** skillfully.* ຂ້ອຍສອນບົດຮຽນບໍ່ເກ່ັງປານໃດ. *I don't teach the lessons **very** skillfully.* ມື້ນີ້ຂ້ອຍບໍ່ສະບາຍປານໃດ. *Today I'm not **very** well.*

Note: ບໍ່..ປານໃດ, ບໍ່ຄ່ອຍ... and ບໍ່...ເລີຍ are used in a negative connotation when referring to the quantity of an action or a characteristic. Adding them to the sentence means **not very** or **not at all**. ບໍ່..ປານໃດ can be used both in a negative and positive context.

Additional Examples:

ເພິ່ນບໍ່ເຂົ້າໃຈກ່ຽວກັບການຊົດໃຊ້ເລີຍ. *He doesn't understand the Atonement **at all**.*	ເມື່ອເຮົາສອນເຮົາຖາມຄຳຖາມບໍ່ພໍ. *When we teach we don't ask **enough** questions.*
ເຂົາເຈົ້າບໍ່ຄ່ອຍເຊື່ອປະສົບການຂອງໂຢເຊັບສະມິດ. *They didn't believe **(not very)** Joseph Smith's experience.*	ຂ້ອຍບໍ່ເຂົ້າໃຈສິດສະເຕີຄຳເພາະວ່າເພິ່ນເວົ້າໄວໂພດ. *I can't understand Sister Kham because she speaks **too fast.***

Quantity

ເຈົ້າເປັນຫ່ວງຫລາຍໂພດ. *You worry **too much.***	ໂທມາມີສັດທາບໍ່ພໍ. *Thomas didn't have **enough** faith.*
ໂດຍມີຄວາມຊ່ອຍເຫລືອຂອງພຣະເຈົ້າການຮັກສາພຣະບັນຍັດບໍ່ຍາກປານໃດ. *With the help of God, keeping the commandments **isn't that difficult.***	ພວກເຮົາຕ້ອງລະວັງບໍ່ໃຫ້ສອນເກີນເວລາກຳນົດ. *We need to be careful not to teach **too long.***
ຫລາຍຄົນໃນພຣະຄຳພີມໍມອນປ່ຽນໃຈແລະບໍ່ຢາກເຮັດບາບອີກເລີຍ. *Many people in the Book of Mormon changed their hearts and did want to sin **at all** anymore.*	ອະທິການຮູ້ສຶກບໍ່ສະບາຍປານໃດ. *The Bishop isn't feeling well **at all.***

Activities (see answers on p. 242)

Learn on Your Own

A. Translation

Translate the following sentences. Make sure you are using the right quantity word and grammar principle. Check your answers.

1. When we have faith we do not worry too much.
2. We need to listen and not talk more than is necessary.
3. Laman and Lemuel didn't believe Nephi at all even though they had seen angels and heard God's voice.
4. I'm not very good at speaking Laotian, but the Lord will help me when it is expedient.
5. It is hard for me to work because I didn't focus enough during study time.
6. The Spirit can help us do things greater than our ability.
7. I don't really understand your question.
8. Heavenly Father is not a mean God at all.

B. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ຜູ້ຄົນເຂົ້າໃຈຄຳອຸບປະມາຂອງພຣະເຢຊູຄັກບໍ່ຄ່ອຍ.
   The people didn't understand Jesus' parables very well.
2. ຂ້ອຍບໍ່ປານໃດຮູ້ວິທີຕອບສະໜອງເມື່ອຄົນມີຄວາມຂ້ອງໃຈແບບນັ້ນ.
   I don't really know how to respond when people have a concern like that.
3. ເຮົາບໍ່ຄວນເຂົ້າໄກ້ເສັ້ນບາບໂພດເພາະການລໍ້ລວງຂອງຊາຕານອາດຈະເຂັ້ມແຂງກ່ວາເຮົາ.
   We shouldn't get too close to the line of sin because, the temptations of Satan can be too strong for us.
4. ເຮົາບໍ່ຄວນເຂົ້າໃກ້ຫຍັງທີ່ທຳຮ້າຍຮ່າງກາຍຂອງເຮົາເພາະມັນກໍຈະທຳຮ້າຍວິນຍານຂອງເຮົາດ້ວຍ.
   We shouldn't get near anything at all that will harm our bodies, because it will also harm our spirits.
5. ພວກເຮົາບໍ່ຄວນຄິດວ່າຕົນຊອບທຳໂພດແລ້ວ.
   We shouldn't think that we are righteous enough already.
6. ມັນບໍ່ໂພດດີຖ້າເຮົາເປັນສະມາຊິກຊື່ໆ.ເຮົາກໍບໍ່ຕ້ອງຢ້ານເຮັດຄວາມດີອີກ.
   It is not enough just to be a member. We must also not be afraid to do what is right.

C. Error Correction

Each sentence is either correct or has one error. Write down the correct form of the sentence or say it to your companion, and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today which use the correct form of the word.

1. ເຮົາຮັບການເປີດເຜີຍເກີນສົມຄວນບໍ່ໄດ້.
2. ການທະນັງຕົວໝາຍຄວາມວ່າການໄວ້ວາງໃຈໃນຕົວເອງໂພດພຣະເຈົ້າ.

3. ຈັນໄປໂບດບໍ່ໄດ້ມື້ນີ້ເພາະເພິ່ນບໍ່ສະບາຍຄ່ອຍ.
4. ເມື່ອພຣະເຢຊູຄິດຊົ່ງສະເດັດມາໂລກຊາວຢິວສ່ວນໃຫ່ຍ.
5. ນັກເທດເຊື່ອເລື່ອງຂອງໂຢເຊັບສະມິດບໍ່ປານໃດ.
6. ເລມັນແລະເລມູເອັນບໍ່ໄດ້ເລີຍມີຄວາມຮັກຕໍ່ພຣະເຢຊູຄິດ.

D. Scripture Activity (~30 min.)

1. Read the parable of the ten virgins in Matthew 25:1-13 and write down the quantity of oil that each virgin had using the quantitative words. Next, prepare a mini-lesson using the scripture and the quantitative words, comparing the amount of oil to one's preparation. Share this mini-lesson with your companion.

E. Language Study Plan Activities (~20 min. each)

1. "Learn grammar," bullet 1. Look for quantitative words in the scriptures, ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ, brochures, and other missionary materials. Ask others for help understanding how quantitative words are used.
2. "Learn grammar," bullet 2. Make as many sentences as you can that use quantitative words that you could use in upcoming teaching appointments. Have your companion or a native speaker check them.

Learn with Your Companion

F. Post-Lesson Evaluation Activity (~20 min.)
After your next appointment with an investigator, discuss with your companion how you think the investigator felt after the lesson. Make sure to use quantitative words in your discussion.

Example: ຂ້ອຍຄິດວ່າລາວບໍ່ຄ່ອຍເຂົ້າໃຈສິ່ງທີ່ເຮົາສອນມື້ນີ້. I don't think he/she really understood what we taught today.

Next, discuss to what extent your teaching focused on their needs and make plans to change and/or continue what you do for your next lesson with that same investigator.

Learn with a Native Speaker

G. Testimony Lesson (Preparation ~15 min. - Lesson ~30 min.)
Set an appointment to visit an investigator who is a native speaker. Prepare a lesson to share with them about their responsiblity to develop their own testimony. In this lesson, compare their testimony to a plant, and use water, sun, and soil as an analogy for ways they can develop their testimony. Identify these methods (scripture study, prayer, church attendance, etc.) that build their testimony and teach that they need to supply their spirit with enough of these spiritual foods continually or their testimony will die. During and after the lesson, ask questions to check for understanding. Also, ask if you used the grammar principle correctly.

H. Member Missionary Lesson (Preparation ~15 min. - Lesson ~40 min.)
Set up an appointment to visit with a member who is a native speaker and prepare a lesson about member missionary work. In this lesson, use the process of cooking food and following a recipe as an analogy to creating the atmosphere for sharing the gospel with their friends. Help them understand which attributes they must have enough of (patience, love, etc.) and others that they shouldn't have too much (overbearance, pride, etc.). After you've shared the lesson discuss ways that they can share the gospel.

Learn with Your District

I. District Discussion (~20 min.)
Some people misunderstand the Church's teachings of grace and faith. Discuss as a district the balance between grace and works in order for us to be saved (too much faith, too little faith, etc.) Instruct them to use the quantitative words in their discussion. Make sure that every missionary has an opportunity to share their feelings. Use scriptures to learn more of the doctrine concerning grace. Then, pair-up the missionaries and have one of them pretend to be a non-member and the other act as himself. Have them practice explaining to the non-member the necessity of grace and the role of works in following the Savior.

Remainders

Examples from *Vocabulary and Phrases*

After tracting today, we don't have any pass-along cards **left**.	ຫລັງຈາກການເຄາະປະຕູມື້ນີ້ເຮົາບໍ່ມີບັດນ້ອຍສິ່ງຕໍ່ເຫລືອຢູ່ເລີຍ.
After the tribes of Israel were scattered, there were two **left**.	ຫລັງຈາກຊົນເຜົ່າຂອງອິດສະລາເອັນຖືກກະຈັດກະຈາຍ,ມັນມີເຫລື່ອເຜົ່າ ສອງກຸ່ມ.

Explanation

42a

In English, remainders are expressed with words or questions such as: "Do you have ___ left?" "Do you have more___?" "Do you have any ___left over?" Answers: "We have some ____left over." "I have two ___left." "I have three remaining." In Laotian, ເຫລືອ is used to indicate a remainder.

Grammar: Q: S + ມີ + O + ເຫລືອຢູ່ + ຈັກ (how many) + classifier?
Q: S + ຍັງເຫລືອ + O + *ຢູ່ + ຈັກ + classifier?

A_1: S + ຍັງ(still) + ເຫລືອ + O + ຢູ່ + # + classifier.
A_2: S + ມີ + O + # + classifier + ເຫລືອ.
A_3: S + ບໍ່ + ມີ + ເຫລືອ + ຈັກ + classifier.

(*see "Continuing Situations" below for more on how to use ຢູ່ in this context)

***Note:** Each of the three answers can be used. No one answer is better than the other. However, Laotian culture is based on using phrases and sentences that are simple and sound good.*

Examples:

Q: ເຈົ້າຍັງເຫລືອລູກຈັກຄົນຢູ່ບ້ານ? * *How many kids do you have **left** at home?* *A:* ຂ້ອຍຍັງເຫລືອລູກສອງຄົນຢູ່ບ້ານ. *I have two kids **left** at home.*	ເຮົາຍັງມີຂັ້ນຕອນອີກສາມຢ່າງເຫລືອໃນວິທີການກັບໃຈ. *We **still** have three steps **left** in the repentance process.*
ເຮົາມີບົດຮຽນສອງອັນເຫລືອ. *We have two lessons **left**.*	ຢູ່ທີ່ບັນລັງພິພາກສາເຮົາຊິບໍ່ມີເວລາເຫລືອຈັກນາທີເພື່ອກັບໃຈ. *At the judgement we will not have **any** time **left** to repent.*

*Note that ຢູ່ in this context is expressing locality.

Continuing Situations- ຢູ່

42b

Another way to express a remainder, or continuing situation, is by using the word ຢູ່. This word will be placed at the end of a sentence as a final particle to indicate that the verb is still being performed, or that the object is still present.

Grammar: Q: S + ຍັງ + V + O + ຢູ່ບໍ່?

A_1: S + ຍັງ + V + O + ຢູ່.
A_2: ບໍ່, S + ບໍ່ + V

*Note that there are many ways to structure responses with ຢູ່ in them, but ຢູ່ will always have the same meaning in this context.

Examples:

Q: ເຈົ້າສະບາຍດີບໍ່? *How are you doing?* A: ສະບາຍດີຢູ່. *I'm doing well. **(at the present time)***	Q: ພຣະເຈົ້າເຊົາເວົ້າກັບມະນຸດແລ້ວບໍ່? *Has God ceased speaking with man?* A: ບໍ່,ພຣະເຈົ້າຍັງເວົ້າກັບມະນຸດຢູ່. *No, God **still** speaks with man.*

Quantity

Q: ແມ່ຊິໄປໂບດມື້ນີ້ບໍ່? *Are you (older female) going to church today?* A: ແມ່ໄປຢູ່. *Yes I'm going. (indicates she is still planning on it)*	Q: ແອວເດີທອມຊັນຍັງຮັບໃຊ້ເປັນຜູ້ສອນສາດສະໜາຢູ່ບໍ່? *Is Elder Thompson **still** serving as a missionary?* A: ບໍ່,ແອວເດີທອມຊັນຈົບເປັນຜູ້ສອນສາດສະໜາແຕ່ດົນແລ້ວ. *No, Elder Thompson finished his mission since long ago.*

Activities (see answers on p. 242)

Learn on Your Own

A. Translation
On a separate sheet of paper, translate the sentences using the correct grammar and classifiers. To review classifiers turn to the classifiers lesson.

1. How many questions do you have left?
2. How many more days do you have left until your baptism?
3. I still have three copies of the Book of Mormon.
4. There are three more steps until we can return to heaven with our Heavenly Father.
5. You do not have any more things left to do. You are now ready for baptism.
6. We still have some good questions we want to ask you before you pray.
7. I am sorry, but we have 15 minutes left until we need to return home.
8. How many more chapters are left read until you reach your reading goal?

B. Create sentences
On a separate sheet of paper, take the word given and write a question and answer using this remainder principle. Make sure that your sentences are missionary based; something you could use in your lessons.

Example: ຫລັງຈາກເຮົາຮັບບັບຕິດສະມາເຮົາຍັງຈະຕົກເຮັດບາບຢູ່ບາງຄັ້ງແຕ່ຖ້າເຮົາກັບໃຈຢ່າງແທ້ຈິງພຣະເຈົ້າຊິໃຫ້ອະໄພບາບ.
After we're baptized we still fall and sin sometimes, but if we repent sincerely God will forgive us.

1. ສະມາຊິກທີ່ເຂັ້ມແຂງ	2. ກິດຈະກຳ	3. ເບຍ,ເຫລົ້າ	4. ໝູ່ເພື່ອນ
5. ຄຳສາລະພາບ	6. ປະສົບການ	7. ຂອງປະທານ	8. ຮູບ
9. ອານາຈັກ	10. ພິທີການ	11. ລາງວັນ	12. ແກະ
13. ແຫລ່ງ	14. ຄວາມຄິດ	15. ພະຍານ	16. ຢາ

C. Common Errors
Figure out why each sentence is wrong and how it should be corrected. Then check your answers against the ones listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ເຮົາບໍ່ຄວນໃຫ້ອາຫານເນົ່າແລະໃນທຳນອງດຽວກັນເຮົາບໍ່ຄວນເສຍເມີຍກັບພອນຂອງເຮົາ.
   We must not let left over food spoil just like we should not take our blessings for granted.
2. ຫລັງຈາກຂ້ອຍຮັບບັບຕິດສະມາຂ້ອຍມີຄຳຖາມເຫລືອຈາກບົດຮຽນແຕ່ຂ້ອຍໄດ້ມຸ່ງໜ້າໄປດ້ວຍສັດທາ.
   After I was baptized, I still had questions left over from the lessons but I went forward with faith.
3. ບັນຫາທັງໝົດໃນຊີວິດຂອງເຮົາເມື່ອເຮົາຕາຍຊິຖືກແກ້ໄຂໂດຍຜ່ານການຊົດໃຊ້ຂອງພຣະເຢຊູຄິດ.
   All of the problems left in our lives when we die, will be made right through the Atonement of Jesus Christ.
4. ຫລັງຈາກເຮົາກິນມັນຍັງມີອາຫານຫລາຍ.
   After we ate, there was a lot of food left over..
5. ເຮົາຍັງມີຫລັກທຳທີ່ສຳຄັນສີ່ຢ່າງທີ່ເຮົາຕອ້ງສົນທະນາ.
   We still have four important subjects left to discuss.
6. ຂອ້ຍຊິໄປຢູ່ໂບດ.
   I'm going to church today. (still planning on it)

D. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key.

1. ເຈົ້າບໍ່ມີປຶ້ມເຫລືອຈັກເຫລັ້ມບໍ່?
2. ເຮົາບໍ່ມີຫລັກທຳທີ່ເຮົາຕອ້ງສອນເຈົ້າ.
3. ຈັນດີບໍ່ມານັດສອນ. ເພິ່ນຍັງອອກກຳລັງກາຍ.
4. ເຈົ້າມີເຫລືອຮູບຈັກຕົນ?

Quantity

5. ເຮົາຍັງເຫລືອບົດສາມອັນຢູ່ກ່ອນຊິອ່ານພຣະຄຳພີມໍມອນ ຈົບແລ້ວ.

6. ເມື່ອສາດສະດາເສຍສາດສະໜາຈັກຍັງມີເຫລືອອັກຄະສາວົກສິບ ສີ່ຄົນ.

D. Scripture Activities (~20 min. each
1. Read the scriptures below to see how they use the remainder principle.
   Exodus 10:12 Ezekiel 48:15 Leviticus 7:16

2. Read Mormon 9:14. Note how the "Continuing Situations" principle of ຢู่ is used in this verse. How could this verse help you in teaching the Plan of Salvation? How could this verse motivate someone to change a habit or behavior that they have been procrastinating? Make plans to incorporate this verse into a lesson.

F. Language Study Plan Activity (~15 min.)
"Learn grammar," bullet 1 and 2. Use the materials given to you to study this grammar principle and then prepare sentences where you can use this principle. Write down some situations today or this week where you will be able to use this principle.

Learn with Your Companion

G. Reaching the Standard (~25 min.)
Every day this week during daily planning, review your goals and key indicators to see if you have reached your Mission President's standard and your own goals. Talk about how much more you need to fulfill your goals and what else you can do. Focus on using the grammar principle as you talk with your companion. Set goals to fill in the remainder so as to accomplish your goals. After this week, continue to use this grammar principle and review your goals every night, every week, and every transfer.

H. Focus on an Investigator (~15 min. each)
Go through your new, progressing, and non-progressing investigators' teaching records, and for each person discuss with your companion what else is left to teach, what other commitments are left, what other commandments have not been taught yet, and what the person needs to do to come closer to Christ. Use the remainder principle as you discuss and set goals to help these investigators to progress towards baptism. Throughout this activity remember to focus on the progress of the investigators and not on "checking off the doctrine".

I. "What is Missing?" Activity (~30 min.)
In *Preach My Gospel,* read sections: "The Gift of Tongues (133)," "How to Set Goals (146)," "Attribute Activity (126)," and "Pray with Faith (94-95)." While going through these sections with your companion, evaluate how are you are doing with these principles and the things that are taught in these sections. For example, What is missing? What is left that I can do to improve with these principles? Use this remainder principle as much as possible to help yourself evaluate and improve. Do this activity with your companion so that you can help one another progress and become better instruments in the Lord's hands.

Learn with a Native Speaker

J. Remainders in Parables (~25 min.)
Jesus Christ often taught in parables. Study the following parables: Ten Virgins, Talents, and Ten Lepers. In your own words, prepare a lesson where you re-tell the parable and focus on a particular gospel principle. Make sure that the lesson is geared to a specific investigator, inactive or active member. Use the remainder principle to help you convey the parable and its principles effectively.

Learn with Your District

K. Amazing District Discussion (~30 min.)
As a district discuss, review, and evaluate your companionship, district, and zone goals for this transfer/month. Go to each companionship to see if they have reached their goals. Use the remainder principle to ask them how much is left before they can reach their goals and evaluate themselves effectively. Afterwards, make plans to fulfill the remainder of their goals. Make sure to follow up at the end of the week, month, or transfer.

L. Self-Evaluation Activity (~20 min.)
On page 10 of *Preach My Gospel* there is a section, "A Successful Missionary." Have each companionship evaluate themselves according to the bullets in the section. Talk about what is missing in their lives and what they could do to be a more successful missionary. Have the missionaries write down their goals in their study journal or weekly planner. Follow up in one week to see how they have progressed.

“Also”

Examples from *Vocabulary and Phrases*

I need to study the scriptures and I need to go visit Bun **too**.	ຂ້ອຍຕ້ອງສຶກສາພຣະຄຳພີແລະກໍຕ້ອງໄປຢາມແມ່ບຸນອີກ.
Yeah, I don’t want to teach that principle yet **either**.	ແມ່ນແລ້ວຂ້ອຍກໍບໍ່ຢາກສອນຫລັກທຳນັ້ນເທື່ອ.
I have a copy of the Book of Mormon **too**.	ຂ້ອຍກໍມີພຣະຄຳພີມໍມອນເຫລັ້ມໜຶ່ງດ້ວຍ.
I **also** have a testimony of that.	ຂ້ອຍກໍມີປະຈັກພະຍານເຖິງເລື່ອງນັ້ນຄືກັນ.
Tomorrow we can **also** go tract in that area.	ມື້ອື່ນພວກເຮົາໄປເຄາະປະຕູຢູ່ບ່ອນນັ້ນກໍໄດ້.

Explanation

In Laotian, there are several different ways to express the meaning of the word **also**. It is an important grammar principle that will allow you to testify of the truths your companion has taught. Many times the word ກໍ will be used in a sentence with a different word at the end, such as ຄືກັນ,ດ້ວຍ, or (ນຳ)ອີກ. These different ending words can be used to alter the meaning of the sentence. ຄືກັນ and ດ້ວຍ indicate **also** in the accompaniment sense, meaning that it indicates similarity with another person or object. (ນຳ)ອີກ is often used to mean **too** but is different from the others because it is usually used to indicate that something is in addition to what has already been said about that person or object. The word ນຳ is optional in this context, but is often used by Laotian speakers. The word ກໍ can also be used like ຈຶ່ງ, which is covered in the lesson entitled ‘‘Cause and Effect.’’

43a

Laotian	English	Sentence Structure	Examples
ກໍ....ຄືກັນ/ເໝືອນກັນ	...also/too.	S + ກໍ + V + O + ຄືກັນ/ ເໝືອນກັນ	ຂ້ອຍກໍມີປະຈັກພະຍານຄືກັນວ່າໂຢເຊັບສະມິດເປັນສາດສະດາທີ່ແທ້ຈິງ. *I **also** have a testimony that Joseph Smith was a true prophet.* (after a companion bears testimony)
ກໍ....ດ້ວຍ	...also/too.	S + ກໍ + V + O + ດ້ວຍ	ຈັນດີອະທິຖານແລະຮັບຄຳຕອບ;ບຸນສະອັດກໍຮັບຄຳຕອບດ້ວຍ. *Jandii prayed and received an answer. Bunsawat **also** received an answer.*
ກໍ....(ນຳ)ອີກ	...too (in addition to)	S + ກໍ + V + O + (ນຳ)ອີກ.	ຜູ້ສົນໃຈຄົນນີ້ກໍມີປັນຫາເລື່ອງພຣະວາຈາແຫ່ງປັນຍານຳອີກ. *This investigator has a problem with the Word of Wisdom **too**.* (meaning in addition to another problem/concern which THAT investigator may have).

43b

Note: If you aren’t sure which ending word to use, it will usually still be correct to say only ກໍ in the sentence. Also note that ເໝືອນກັນ is the same as ຄືກັນ except that it is most often used when speaking of Deity and in the scriptures.

Additional Examples:

ຂ້ອຍກໍເປັນສະມາຊິກຂອງສາດສະໜາຈັກນີ້ຄືກັນ. *I’m a member of this church **too**.*	ພຣະເຢຊູຊົດໃຊ້ບາບຂອງທຸກຄົນແລະກໍໄດ້ທົນຄວາມທຸກທໍລະມານຂອງເຮົາອີກ. *Jesus atoned for our sins and bore our afflictions **too**.*
ຫລັງຈາກອາດາມຮັບຮູ້ວ່າເອວາກິນໝາກໄມ້ແລ້ວເພີ່ນກໍກິນດ້ວຍ. *After Adam realized Eve had eaten the fruit, he **also** ate.*	ຄົນທີ່ບໍ່ເຄີຍໄດ້ຍິນພຣະກິດຕິຄຸນກໍຈະມີໂອກາດຍອມຮັບດ້ວຍ. *People who have never heard the Gospel will **also** have an opportunity to accept it.*
ປະສົບການຂອງໂຢເຊັບສະມິດກໍປະທັບໃຈຂອງຂ້ອຍຄືກັນ. *Joseph Smith’s experience touches my heart **too**.*	ຜູ້ສົນໃຈທຸກຄົນຕ້ອງພັດທະນາສັດທາໃນພຣະເຢຊູຄິດແລະກໍຕ້ອງກັບໃຈຈາກບາບຂອງເຂົ້ານຳອີກ. *Every investigator must develop faith in Jesus Christ and **also** repent of their sins.*

Other Uses of ກໍ

43c

The word ກໍ will often be used to express agreement or apathy. The equivalent of this in English would be **sure** or **whatever**. This will be used most often in response to questions. In addition, ກໍ can be used with other words to create conjuctions such as **nevertheless** and **however**.

Grammar: S + V + ກໍ + ໄດ້/ດີ/ຕາມ ***or*** O + ໃດກໍໄດ້

This second form is used to express that all options (whatever the object may be) are usable or doable. It may help to compare this to **whichever** in English.

Examples:

ວຽກງານສອນສາດສະໜາຍາກແຕ່ຢ່າງໃດກໍດີພຣະເຈົ້າຊົນຳພາເຮົາ. *Missionary work is hard; **nevertheless**, God will lead us.*	ປະທານຈອນຊັນວ່າພວກເຮົາໄປບ່ອນນັ້ນກໍໄດ້. *President Johnson said it's **fine** if we go there.*
Q: ມື້ອື່ນພວກເຮົາໄປຢາມແກ້ວມານີໄດ້ບໍ່? *Can we go visit Keomani tomorrow?* A: ໄປກໍໄດ້. ***Sure**, we can go.*	ເຖິງແມ່ນເຮົາຊິພົບການລໍ້ລວງແບບໃດກໍຕາມສັດທາຂອງເຮົາໃນພຣະເຢຊູຄິດຊິຊ່ວຍເຮົາເອົາຊະນະໄດ້. *Despite **whatever manner** of temptation we face, our faith in Christ will help us overcome.*
ພຣະເຈົ້າໃຫ້ພວກເຮົາເລືອກທາງໃດກໍໄດ້ໃນຊີວິດນີ້ຕາມໃຈເຮົາ. *God lets us choose **any path at all** in this life that we want.* (Note the grammar: whichever path also can)	ມື້ນີ້ພວກເຮົາໄປບ່ອນໃດກໍໄດ້ຕາມໃຈເຈົ້າ. *Today we can go **whichever** place you want.*

Note: See the lesson entitled "Cause and Effect" for more uses of ກໍ

Expressive Forms of Also

43d

In Laotian, there are a few ways to say **also** about a subject or object while emphasizing its importance in what you are saying. An example of this in English would be: "***Even*** many of the righteous Nephites lost their faith in Christ." This uses the **also** principle, but it also puts greater emphasis on the subject about which it is speaking, the Nephites. There are two ways to form this kind of sentence.

Grammar: ແມ່ນແຕ່/ແມ້ແຕ່ + S + ກໍ + V
(the second form is also used, but it is more common in Thai than Lao)

Examples:

ແມ່ນແຕ່ຊາວນີໄຟຫລາຍຄົນທີ່ຊອບທຳກໍໄດ້ສູນເສຍສັດທາຂອງເຂົາໃນພຣະຄຣິດ. ***Even** many of the righteous Nephites lost their faith in Christ.*	ແມ່ນແຕ່ສາວົກຂອງພຣະເຢຊູຄິດຄົນໜຶ່ງກໍໄດ້ປະຕິເສດພຣະອົງ. ***Even** one of Jesus Christ's apostles rejected Him.*
ແມ້ແຕ່ຄົນບາບກໍໄດ້ເຊື່ອໃນຄຳສອນຂອງຜູ້ສອນສາດສະໜາຄົນນັ້ນເພາະວ່າເພິ່ນສອນໂດຍອຳນາດແຫ່ງການພະຍາກອນແລະການເປີດເຜີຍ. ***Even** sinners believed in the teachings of that missionary because he taught with the spirit of prophecy and revelation.*	ແມ້ແຕ່ການຮູ້ສຶກເສຍໃຈສຳລັບບາບຂອງເຮົາກໍບໍ່ພຽງພໍຖ້າເຮົາບໍ່ປ່ຽນການກະທຳຂອງເຮົາດ້ວຍ. ***Even** feeling sorry for our sins is not enough if we don't change our actions too.*

Quantity

Activities (see answers on p. 242)

Learn on Your Own

A. Translation

Translate the following sentences. Make sure you are using ກໍ in the right context. Check your answers.

1. I also want you to feel the love of God in your life.
2. I need to make an appointment with the Bishop and pay my tithing too.
3. We need to go see Laek; we need to see Jim too.
4. I also love him and want him to repent.

5. You can share whatever verse you want with him.

6. Even missionaries need to exercise faith and repent.

7. Elder Benson wants to come to this appointment too.

8. We can read any (whichever) chapter of the Book of Mormon for companionship study.

9. My scriptures are brown too.

10. Even members of the church need to repent and endure to the end.

B. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ຂ້ອຍມັກພຣະຄຳພີບົດນັ້ນກໍ.
   I like that chapter in the scriptures too.

2. ສົມສະວັດມີບັນຫາກັບເລື່ອງນັ້ນອີກ.
   Somsawat has problems with that too.
   (likening to another person)

3. ພວກຟາລີຊາຍແມ້ແຕ່ກໍຮູ້ສຶກວ່າພຣະເຢຊູມີສິດອຳນາດຫລາຍ.
   Even the Pharisees felt that Jesus had great authority.

4. ແມ່ນແຕ່ພຣະເຢຊູກໍຖືກລໍ້ລວງຄືກັນ.
   Even Christ was tempted.

5. ຂ້ອຍມີປະຈັກພະຍານກ່ຽວກັບຫລັກທຳນັ້ນກໍດ້ວຍ.
   I also have a testimony of that principle.

6. ຈັນດີດ້ວຍມີປະສົບການພິເສດເມື່ອອ່ານພຣະຄຳພີຂໍ້ນັ້ນກໍ.
   Jandii also had a special experience when she read that scripture.

C. Error Correction

Each sentence is either correct or has one error. Write down the correct form of the sentence or say it to your companion, and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today which use the correct form of the word.

1. ພຣະວິນຍານສອນຄວາມຈິງໃຫ້ເຮົາ. ພຣະອົງຕັກເຕືອນເຮົາອີກ.

2. ສາດສະດາມີຂໍ້ກະແຈແຫ່ງຖານະປະໂລຫິດເໝນຄີເສເດັກແລະນຳອີກມີຂໍ້ກະແຈແຫ່ງຖານະປະໂລຫິດອາໂຣນກໍ.

3. ບຸນມີພຣະຄຳພີແລ້ວ. ແສງກໍມີພຣະຄຳພີດ້ວຍ.

4. ປຶ້ມຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາວ່າຖ້າພຣະວິນຍານບໍລິສຸດຊີ້ນຳເຮົາສອນບົດຮຽນໃນລຳດັບໃດໄດ້.

5. ຂ້າພະເຈົ້າກໍມີຄວາມຮູ້ສຶກທີ່ເລິກເຊິ່ງກ່ຽວກັບພຣະຜູ້ຊ່ອຍໃຫ້ລອດຂອງເຮົາອັນດຽວກັນ.

6. ແມ້ແຕ່ຂ້ອຍກໍເມື່ອຍທຸກຄືນ.

D. Scripture Activities (~20 min. each)

1. In Matthew 26: 34-35, Christ tells Peter that he will end up denying Jesus three times before the cock crows. In these two verses, find two uses of ກໍ. Explain to your companion which meaning each use of the grammar conveys. Find an opportunity to use this scripture in your teaching and focus on using the also principle.

2. Read John 1:19-28 from the green Laotian Bible and notice how ແມ່ນແຕ່ is used in that verse. Next, retell the story to your companion or another missionary and act out the story, taking the role of each person. Focus on using ແມນແຕ correctly.

E. Language Study Plan Activities (~20 min. each)

1. “Learn grammar,” bullet 1. Look for uses of the “also” grammar principle in the scriptures, ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ, brochures, and other missionary materials. Ask others for help understanding how ກໍ is used.
2. “Actively listen,” bullet 3. Throughout the day, write down 5 different uses of the **also** grammar principle that your hear or read. Practice imitating them as you speak and teach.

Learn with Your Companion

F. Adding a Second Witness (~15 min.)

With your companion, practice bearing testimony that you *also* know a certain principle that they shared is true. Ask your companion to correct your grammar and make suggestions on how you might improve. Take turns bearing testimony and adding a second witness.

Learn with a Native Speaker

G. Ask a Native Speaker (~15 min.)
Set an appointment to visit an investigator who is a native speaker. Using the ກໍ.....ນໍາອີກ principle from this section, explain all the things that you need to do that day. Be sure to focus on how your work as a missionary is centered on bringing others unto Jesus Christ. Ask the investigator to critique how you use this principle and suggest any ways you could improve.

H. Member Missionary Power (Preparation ~15 min. - Visit ~25 min.)
Set an appointment to visit a member who is a native speaker. In the appointment, ask the member to share with you their favorite verse of scripture. After they have finished, use the **also** principle to describe how many investigators could also find that verse(s) meaningful. Conclude the appointment by inviting the member to share the Gospel with a friend by bearing testimony of the power of their chosen verse.

Learn with Your District

I. District Add-on Activity (~20 min.)
As a district, have a discussion about what makes a successful missionary. As each new idea is shared, use the **also** principle. For example, “A successful missionary also warns of the consequences of sin.” Make sure each district member has an opportunity to share an idea of what makes a successful missionary. Then allow the missionaries time to think about how they would like to improve. Give them some time to set goals and make plans to become a better servant of the Lord.

Review 8- Asking and Answering Questions of Quantity

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following functions:

Asking and answering questions of quality, quantity, number, and sequence

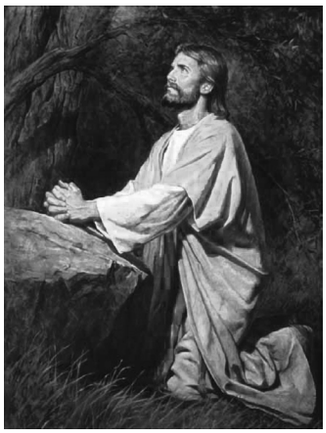
- Numbers
- Remainders
- Relative Quantity
- Also

Activities (see answers on pp. 242-243)

Review on your Own

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 9 errors in it. Check your answers. Watch out for the number errors.



ມັນບໍ່ມີບາບໃດປານໃດທີ່ການຊົດໃຊ້ຂອງພຣະເຢຊູຄິດແກ້ໄຂບໍ່ໄດ້. ເມື່ອສີ່ພັນປີກ່ອນພຣະອົງໄດ້ສະເດັດມາສູ່ໂລກ. ພຣະອົງໄດ້ສອນຜູ້ຄົນໃຫ້ເຮັດແຕ່ຄວາມດີແລະກໍໄດ້ຊົດໃຊ້ບາບຂອງເຮົາຄືກັນ. ອິດທິພົນແລະຄຳສອນຂອງພຣະອົງຍັງຢູ່ໂລກເຫລືອແມ້ຈົນເຖິງປັດຈຸບັນນີ້ຖ້າເຮົາຢາກປະສົບພອນທັງຫມົດຂອງການຊົດໃຊ້ຂອງພຣະອົງມັນບໍ່ໂພດທີ່ຈະເວົ້າວ່າເຮົາເຊື່ອໃນພຣະອົງເທົ່ານັ້ນ. ໃນພຣະຄຳພີມໍມອນຊາວແອນໄທນີໄຟລີໄຮໄດ້ປ່ຽນໃຈແລະເຮັດຄຳສັນຍາກັບພຣະຜູ້ເປັນເຈົ້າວ່າເຂົາຈະບໍ່ຂ້າຄົນອີກເກີນ. ໃນທຳນອງດຽວກັນເຮົາຕ້ອງປ່ຽນການປະພຶດທີ່ບໍ່ສອດຄ່ອງກັບພຣະບັນຍັດຂອງພຣະເຈົ້າດວ້ຍ. ການຊົດໃຊ້ຂອງພຣະເຢຊູຄິດບໍ່ພຽງແຕ່ລຶບບາບຂອງເຮົາມັນກໍຊ່ວຍເຮົາທົນຄວາມທຸກໂທລະມານຂອງເຮົາ. ເລື່ອງການຊົດໃຊ້ເປັນຫລັກທຳທີ່ສຳຄັນທີ່ສຸດຂອງພຣະກິດຕິຄຸນ. ເພາະສະນັ້ນມັນຈຶ່ງຄວນເປັນຫລັກທຳທີ່ສິບທີ່ພວກເຮົາສອນຜູ້ຄົນ.

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 5 errors in it. Check your answers.

ຂອ້ຍຂໍເປັນພະຍານເຖິງຫລັກທຳນີ້ດວ້ຍ. ດັ່ງທີ່ຄູ່ສອນສາດສະຫນາຂອງຂອ້ຍເວົ້າມາແລ້ວຂອ້ຍເອງກໍຮູ້ວ່າພຣະຜູ້ເປັນເຈົ້າມີຈິງ. ພຣະອົງເປັນພຣະບິດາດຽວອົງຂອງເຮົາ. ພຣະອົງຢາກຊ່ວຍຜູ້ຄົນຢູ່ໂລກແລະຈະບໍ່ທຳລາຍມັນຖ້າຫາກວ່າຍັງມີຄົນຊອບທຳບາງຄົນອີກຢູ່. ໃນຖານະເປັນຜູ້ສອນສາດສະຫນາມັນເປັນຫນ້າທີ່ຂອງພວກເຮົາທີ່ຈະຕັກເຕືອນຜູ້ຄົນໃຫ້ກັບໃຈ. ຄວາມຮັກແລະຄວາມເມດຕາຂອງພຣະອົງໃຫ່ຍກວ່າຄວາມເຂົ້າໃຈຂອງຄົນທາງໂລກ. ຖ້າພວກເຮົາອະທິຖານຢ່າງຈິງໃຈພຣະອົງກໍຊີ້ຕົດຕ່ໍກັບເຮົາ.ເຖິງແມ່ນວ່າການກັບໃຈ ບ່ຽ່ງ ພຽງພໍຂອ້ຍຍັງຮູ້ວ່າການກັບໃຈຊ່ວຍພວກເຮົາພົບຄວາມສະຫງົບໃນຊີວິດນີ້. ໃນປີຫນຶ່ງແປດສອງສູນໂຢເຊັບສະມິດເຫັນພຣະຜູ້ເປັນເຈົ້າແລະພຣະອົງເລືອກລາວໃຫ້ຟື້ນຟູຄວາມຈິງ. ຂອ້ຍຮູ້ວ່າມັນເປັນຍ້ອນການຟື້ນຟູນີ້ທີ່ເຮົາຈຶ່ງສາມາດໃຊ້ການຊົດໃຊ້ໃນຊີວິດຂອງເຮົາ.

C. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. ໃນປີຫນຶ່ງແປດເກົ້າເຈັດ...
2. ໂຢເຊັບຮູ້ບໍ່ຄ່ອຍວ່າເພິ່ນຕ້ອງຮ່ວມສາດສະຫນາໃດ.
3. ຂອ້ຍຄືກັນຮູ້ວ່າເຮົາສາມາດຢູ່ກັບພຣະເຈົ້າອີກຫລັງຈາກຕາຍ.
4. ເພິ່ນບໍ່ປານໃດສະລາດທາງໂລກແຕ່ເພິ່ນມີສັດທາແຂງແຮງ.
5. ເຈົ້າເຕັມໃຈທີ່ຈະຮັບບັບຕິດສະມາໃນເດືອນແປດ(3)ບໍ່?
6. ພວກເຮົາເຫລືອເຟືອມີຫລາຍເຫລັ້ມພຣະຄຳພີມໍມອນ.
7. ໃນຫລັກແຫ່ງຄວາມເຊື່ອຂໍ້ທີ່ຫ້າ(4)ພວກເຮົາຮຽນວ່າ...
8. ເຮົາຕອ້ງໄປຢາມບຸນສາລີແລະກຳຕອ້ງອວຍພອນແກ້ວນຳ.
9. ພຣະເຈົ້າໃຫ້ເຮົາເລືອກໃດກໍໄດ້ທາງໃນຊີວິດຕາມໃຈເຮົາ.
10. ແມ່ນແຕ່ຄອບຄົວຂອງບາງຄົນຊິປະຕິເສດເຂົ້າເມົ້າເຂົ້າຮັບບັບຕິດສະມາ.
11. ແອລະມາບໍ່ມີເລີຍຄວາມປາດຖະຫນາທີ່ຈະເຮັດບາບອີກ.
12. ເຈົ້າເຫລືອບັດມີຈັກແຜ່ນ?

13. ຂອ້ຍເປັນພະຍານກ່ຽວກັບພຣະເຈົ້າຮັກພວກເຮົາ.
14. ຂໍເປີດພຣະຄຳພີມໍມອນຫາບົດທີ່ສາມສິບໜຶ່ງ.
15. ສາດສະດາແມ້ແຕ່ຕອ້ງມີສັດທາໃນພຣະເຢຊູຄິດ.
16. ເຮົາເຫລືອມີສາມສິບນາທີກ່ອນຊົ່ຕອ້ງກັບບ້ານ.
17. ໜັງສືໂມໂຣໄນບົດທີ່ສີ່ແນະນຳໃຫ້ອະທິຖານກ່ຽວກັບພຣະຄຳພີມໍມອນເພື່ອຮັບຮູ້ວ່າມັນເປັນຄວາມຈິງ.
18. ນັກເທດສະໜາບາງຄົນບອກໂຢເຊັບສະມິດວ່າຫລັງຈາກພຣະຄຳພີໄບເບິ້ນພຣະເຈົ້າຈະບໍ່ເວົ້າອີກເລີ້ຍ.
19. ເຈົ້າຍັງມີເຫລືອຢູ່ຈັກອາທິດຢູ່ພື້ກ່ອນຊົ່ໄປເຂດອື່ນ?
20. ຂອ້ຍກໍຄືກັນຢາກແບ່ງປັນປະຈັກພະຍານຂອງຂອ້ຍນຳເຈົ້າ.

D. Translation

On a separate sheet of paper, translate the following sentences into Laotian. Check your answers.

1. Jesus chose twelve apostles.
2. She's not quite ready to be baptized yet.
3. I want to go to the temple today too (accompaniment).
4. There are still two chapters left in Alma that I haven't read.
5. I don't speak Laotian very well, but I know that I've been called of God.
6. Today I need to read my scriptures and go to the temple too.
7. You don't know everything, but you know enough.
8. Even you can be forgiven of your sins.
9. When you feel you don't have any strength remaining, Christ will carry you.
10. We may feel the work is beyond our ability, but God is with us.
11. I too am grateful for the Restoration of the Gospel.
12. The church is on 51st street.
13. How many kids do you still have at home?
14. We don't have any progress records left.
15. We visited Thong, we visited Jan and we also visited Saan.
16. The church was organized in the year 1830.
17. There are 134 operating temples in the world.
18. It isn't possible to love God too much.
19. Like Joseph, Hyrum Smith had a sincere heart.
20. Jesus Christ is the only way we can return to God.

E. *Preach My Gospel* Activity (~20 min.)

On pages 202-203 of ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ is the section entitled "ໃຫ້ສອນກັບຄູ່ສອນສາດສະໜາຂອງທ່ານດວ້ຍຄວາມສາມັກຄີກັນ." Read this section with your companion and discuss ways in which you can become of one voice and invite the Holy Ghost to be a constant member of your companionship. Afterwards, using the grammar from the "Also" section, review the lesson plan for an upcoming lesson that you will teach and practice bearing testimony of what your companion teaches. After you have given the actual lesson to the investigator, less-active, or recent convert, evaluate whether you taught with the unity you described in the first part of this activity.

F. Scripture Activities (~30 min. each)

1. Read John 6:8-13. This is the story of Jesus feeding the five thousand with five loaves and two fishes. Notice the way in which ເຫລືອ is used in these verses. Copy down each sentence in which you see the word ເຫລືອ. Compare it with the section on "Remainders" and make sure you understand how it was used. How can this story relate to you as a missionary? How can it relate to an investigator who is struggling with some challenge? Use this story in a teaching appointment.

2. Read Moroni 10:20-23. Make a note of each time you see any of the grammar principles from these sections in the passage. If you don't understand how they are being used, compare it with the English text or ask help from a companion or native speaker. According to this scripture, are faith, hope, and charity important in missionary work? What does this verse teach you about how to gain charity? How are faith, hope, and charity related? In your study journal, write down in Laotian your answers to these questions and any other thoughts you have while reading the verses. Make goals to develop the Christlike attritbutes described.

G. Writing Activity (~45 min.)
Write a letter to another Laotian-speaking missionary in your mission or another mission. In Laotian, tell them about your area and the successes you are having as well as the challenges that you are facing. Use any of the grammar principles from this section as you write. Express your testimony to the other missionary as well as your love for the Laotian people. Ask them for advice on how to handle challenges you may be facing. Tell the other missionary the purpose for which you wrote the letter and ask them to send one back with feedback on the principles you were practicing.

Review with your Companion

H. Evaluation Activity (~20 min.)
Review your Call-in Summary Report from the previous week with your companion. Tell him/her what numbers you recorded each day for the various categories. Have your companion correct any errors that you make. Afterwards, choose two key indicators and discuss in Laotian what you can do each day in order to focus on improving in that area that will lead to people entering the waters of baptism. Make plans to work more effectively in order to accomplish your goals.

I. Companionship Role-Play Activity (~20 min.)
Using the grammar from the "Relative Quantity" lesson, role-play with your companion an investigator who has concerns committing to live a certain commandment. One of you play the missionary, while the other plays the investigator. When the missionary extends the commitment, have the investigator come up with a reason that they think they can't do what you've committed them to. For example, after giving the commitment to pray out loud with you, the investigator might say, "ຂອຍອະທິຖານບໍ່ເກັ່ງປານໃດ." Whoever plays the missionary should respond to the concern in whatever manner the Spirit guides them, including sharing scriptures, bearing testimony, sharing an experience, etc. Switch roles and re-practice with a new scenario.

Asking and answering questions of

Judgment, Doubt, Emotion, Possibility and Influence

Purpose

This function will help you talk about what someone wishes, feels, doubts, or thinks will happen. Essential to expressing emotion in communication are colloquial and filler words. Colloquial and filler words are used often by native Lao speakers to express a specific emotion. As with all languages, there are words which add different emphases, tones, and meanings to a sentence. By knowing these words, you will be better able to communicate the gospel in the Lao language so as to bring people unto Christ.

- *Don't forget to read the scriptures!* (ເດີ້)
- *Lets eat!* (ເທາະ)
- *You will learn Lao!* (ດອກ)
- *How do you feel (**more detail**)?* (ແດ່)
- *The feelings of the spirit are so strong, **you know what I am saying?*** (ທະໜາ)
- ***Umm...**I can't remember what I was saying.* (ແລະກຳ)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

<u>Doctrines from the Lessons</u>

- Faith in Jesus Christ (How do we show our faith? How do we exercise it?)
- Repentance (What do we do to repent? How is repentance meaningful to you?)
- Gift of the Holy Ghost (What does the Holy Ghost do for us?)
- Endure to the End (What do we do to endure to the end?)
- Lesson 4: The Commandments (What actions do the commandments require of us?)
- Service (What can we do to serve others?)

<u>Tasks from Missionary Vocabulary and Phrase Book</u>

- Conduct a Meeting (What will happen during the meeting?)
- Extend Commitment Invitations (What does my invitation really ask them to do? How will I know if they fulfilled the commitment?)
- Help People Resolve Their Concerns (What is keeping them from gaining a testimony?)
- Obtain Referrals (What can members do to prepare their friends?)
- Plan Daily and Weekly Activities (What are you doing this week?)
- Talk with Everyone (What do they do for work/fun?)
- Teach Others How to Pray (What do we do when we pray?)
- Use the Scriptures (How can someone apply the scripture in his or her life?)

Colloquial Particles and Filler Words

Examples from *Vocabulary and Phrases*

ບໍ່ແມ່ນເຈົ້າຕ້ອງເຮັດແບບນີ້ຫະໜາ.	No you need to do it like this, **you know?**
ໃຫ້ເຮົາຕິດຕາມພຣະເຢຊູຄິດເທາະ!	**Let's** follow Jesus Christ!
ໃຫ້ເຊື້ອເຊີນເພິ່ນຮັບບັບຕິດສະມາສາ.	Invite him to be baptized**!**
ຢ່າລືມອະທິຖານມື້ແລງນີ້ເດີ້!	Don't forget to pray tonight**!**

Explanation

It is common for an English speaker to change the influx in their voice or use specific words to express an emotion. In Laotian, it is different. If someone increases the volume or influx in their voice it doesn't always have a specific meaning. The way to identify the intensity/emotion of a sentence is by paying attention to the filler words that the speaker uses. Colloquial filler words are words used to emphasize a sentence and give it feeling. The words differ from region-to-region and are commonly spoken among the people. Below are listed some of the most common colloquial filler words used in Laotian. You will learn about these words and others by conversing with the Laotian people.

ເດີ້

44a

ເດີ້ is an ending particle denoting emphatic command, usually following the verb. This word is used in short, strong command phrases, such as, "Lets go!" or "Listen!"

Grammar: S + V + ເດີ້ + O
S + V + O + adj. + ເດີ້
S + V + O + ເດີ້

Examples:

ຟັງດີໆເດີ້!	ໃຫ້ຢູ່ດີມີແຮງເດີ້!
Listen up!	*Take care of yourself/have good health**!***
ຢ່າລືມອ່ານພຣະຄຳພີເດີ້!	ຢ່າລືມໂທຫາແສງພຣະຈິດມື້ອື່ນເດີ້!
*Don't forget to read the scriptures**!***	*Don't forget to call Saengphacit tomorrow**!***

ສາ

44b

ສາ is an additive particle making a verb imperative or important. This can be used as a command, but not a strong command. Often this word is used when a person is hesitating to do something and the speaker is telling them to go ahead and do it without holding back. It often gives a feeling of caring or concern to whomever the speaker is saying it.

Grammar: S + V + O + ສາ

Examples:

ກິນສາ!	ປ່ອຍວາງມັນສາ!
Eat up!	Let it go (as in a grudge/anger)!
ພໍ່ລຸງລອງອະທິຖານສາ!	ໄປເວົ້ານຳເພິ່ນສາ!
Go ahead and give prayer a try, Lung!	*Go talk to him**!***

ນໍ

44c

ນໍ is a final exclamatory particle. The closest English equivalent is saying "right?" or "You know what I am saying?" at the end of a sentence. When someone uses this word the other person in the conversation is usually not required to respond. *Sometimes* it will indicate that the speaker is meaning whatever they are saying in a joking/less than serious manner. It can also be used as an introspective particle, where someone is considering how something they have just learned can help them. As a missionary, it is not appropriate to use this word as a clarifying question. Rather, use the clarification questions discussed in the lesson entitled "Questions," such as ແມ່ນບໍ່ or ຊັ້ນບໍ່.

Grammar: S + V + O + ນໍ

Examples:

ການອ່ານພຣະຄຳພີຊ່ອຍເຮົານໍ!	ຖ້າເຮົາຕົວະເຮົາຂຶ້ນສະຫວັນບ່ໄດ້ນໍ!
Hmm... so reading the scriptures will help us won't it?!	*If we lie we can't go to heaven can we?! Right?*
ອາຫານແຊບນໍ!	ລັກຂອງບ່ດີນໍ!
The food is delicious, right, right?!	*Stealing is bad, right, right?!*

ດອກ

44d

ດອກ is used for emphasis and euphony at the end of a sentence. **Euphony** means it has a pleasing effect to the ear or in other words, adding this word to the end of a sentence will make it sound better. This word gives the sentence a stronger emphasis but also carries with it a kindly tone or sound.

Grammar: S + V + O + ດອກ

Examples:

ຂ້ອຍບ່ເວົ້າຈັ່ງຊັ້ນດອກ!	ບ່ເປັນຫຍັງດອກ!
I don't speak like that!	*It is all good! **or** Its no problem!*
ມັນແຊບດອກ!	ເຈົ້າຊິຮຽນພາສາລາວດອກ!
Don't worry, its delicious!	*You will learn Lao!*
ຂ້ອຍບ່ຮູ້ດອກ!	ຂ້ອຍບ່ມີດອກ!
I don't know!	*I don't have any!*

ແດ່

44e

ແດ່ is used as an interrogative word at the end of a question. When used in a question, you are asking for more than a simple one word or short explanatory answer. It is asking for more detail. You will often hear it used with question words such as **what** or **how**. It can also be used to say **please**. It is the word used to return a question you were just asked to another person.

Grammar: S + V + O + ແດ່

Examples:

ເຈົ້າເຮັດຫຍັງແດ່ມື້ນີ້?	ເຈົ້າເປັນແນວໃດແດ່?
*What did you do today (**more detail**)?*	*How are you (**more detail**)?*
ຂໍຊ່ອຍຂ້ອຍລ້າງຈານແດ່.	ສະບາຍດີຢູ່. ເຈົ້າແດ່?
***Please** help me wash the dishes.*	*How do you feel (**more detail**)?*

ທະໜາ and ແລະກໍ

44f

ທະໜາ and ແລະກໍ are two other filler words that are commonly used in Laotian. A rough translation of ທະໜາ is "**do you understand?"** or **"do you know what I am saying?"** It is very similar to saying, "ya know?" at the end of a sentence in English. This word is used when you are making sure the listener is following along with what you are saying. ແລະກໍ is used when you are thinking and trying to buy some time. The literal meaning of the two words which make up ແລະກໍ is **and also**. A rough translation is "**umm...**" These two words are very conversational and colloquial.

Grammar: S + V + O + ທະໜາ
S + V + O + ແລະກໍ

Examples:

ເພາະເພິ່ນເປັນມັກຄະນາຍົກທະໜາເພິ່ນຈຶ່ງສາມາດຢາຍ ສິນລະລຶກໄດ. *Because he's a deacon, **you know**, so he can pass the sacrament.*	ເພິ່ນເວົ້າວ່າບໍ່ໃຫ້ຕົວະແລະກໍ...ຫຍັງອີກ. *He taught not to lie **and, umm**...what else? (investigator responding to question)*
ຄວາມຮູ້ສຶກທີ່ມາຈາກພຣະວິນຍານບໍລິສຸດເຂັ້ມແຂງຫລາຍ ທະໜາ? *The feelings of the spirit are so strong, **you know?***	ແລະກໍໂອ້! ໂບດເປັນແນວໃດ? ***And umm...**oh! How was church?*

ໂລດ

44g ໂລດ is an imperative suffix that is used at the end of a sentence as a command. This is neither a negative or positive command. If it is a negative command just use a different command than this one.

Grammar: S + V + O + ໂລດ

Examples:

ອ່ານໄປໂລດ. ***Of course**, keep reading. (expresses enthusiasm)*	ພຣະເຈົ້າເວົ້າຕໍ່ຂະນະອ້ຍວ່າ, "ໄປເຮັດໂລດແລະຢ່າຢ້ານເລີຍ." *God said to me, "Go **(go ahead)** and do and be not afraid."*
ເຈົ້າອະທິຖານໂລດ. *You just **go ahead** and pray.*	ໂທຫາເພິ່ນໂລດ! ***Go ahead** and call him!*

ເທາະ

44h ເທາະ is an imperative verb meaning **let's**. This is not the same as ໃຫ້, which also means **to let**. It is used as a persuasive word to strongly convince or tell someone to do something. It has the persuasive feeling as if one friend is trying to persuade their friend to do something. It is not as strong as ສາ.

Grammar: S + V + O + ເທາະ.

Examples:

ໃຫ້ເຮົາໄປໂບດເທາະ. ***Let's** go to church.*	ໄປກິນເຂົ້າເທາະ. ***Let's** go eat.*
ໃຫ້ເຮົາຮັກສາພຣະບັນຍັດຂອງພຣະເຈົ້າເທາະ! ***Let's** keep the commandments!*	ໃຫ້ເຮົາຊ່ອຍຄົນອື່ນຈົນສຸດສະຕິປັນຍາເທາະ! ***Let's** try our best to help other people!*

Emotion

ແຫລະ

44i ແຫລະ is a focus word that is used after ນີ້, ນັ້ນ, or a pronoun. It is used to emphasize the fact that whichever noun it is describing is responsible for whatever action is being discussed in the sentence. It generally means, **that one**/**person**/**thing**.

Grammar: .....ນີ້/ນັ້ນ/pronoun + ແຫລະ.....

Examples:

"ນີ້ແຫລະແມ່ນກາຍຂອງເຮົາເຊິ່ງເປັນເຄື່ອງປູຊາແກ່ພຣະເຈົ້າເພື່ອ ທ່ານທັ້ງຫລາຍ." ***This** is my body, which is given for you. Luke 22:19*	ຄົນນັ້ນແຫລະເປັນຄົນທີ່ໄດ້ປຸ້ນເອົາເງິນຂ້ອຍ! ***That** guy's the one who took my money!*

ແອວເດີສົມວັດແຫລະເປັນຜູ້ສອນສາດສະໜາຄົນທຳອິດທີ່ໄດ້ເວົ້າພາສາລາວ. *Elder Somwat (implying **that's it! He's the one!**) was the first missionary to speak Lao.*	ນີ້ແຫລະແມ່ນທາງດຽວທີ່ຈະຖືກຊຳລະຈາກບາບແລະກັບຄືນໄປຢູ່ກັບພຣະບິດາເທິງສະຫວັນຂອງເຮົາໄດ້. ***This** is the only way we can be cleansed from sin and return to live with our Heavenly Father.*

ແມ

44j ແມ is another colloquial word used as an imperative command. It is spelled without a tone marker, but it is often said with a high falling tone as if it had one.

Grammar: S + V + ແມ

Examples:

ເບິ່ງແມ! ຄົນນັ້ນເບິ່ງຄືວ່າເສຍໃຈຫລາຍ. ***Look!** That person looks really sad.*	ໄປເອົາອີກແມ! *Go get some more**!***
ຂຶ້ນແທ່ນປາໃສຮ້ອງແພງແມ! *Go up on the stand and sing**!***	ເລົ່າເລື່ອງທີ່ເຈົ້າບອກຂ້ອຍສູ່ລາວຟັງແມ! *Tell him the story you told me**!***

ວ່າຊັ້ນ

44l ວ່າຊັ້ນ is a colloquial phrase that is used in a few different ways. Usually, it will be used at the end of a sentence in which the speaker expressed an opinion/statement which they are not sure is totally accurate, but they think it is. The phrase literally means **like that**. It can also be used as a clarifying question, similar to ແມ່ນບໍ່. **See* the lesson entitled "Questions" for more explanation on how to use it as a clarifying question.

Grammar: S + V + O + ວ່າຊັ້ນ(ບໍ່)

Examples:

ເພິ່ນເຊົາໄປໂບດວ່າຊັ້ນ. ***I think** he stopped going to church.*	ເຈົ້າຮູ້ສຶກວ່າບໍ່ມີໃຜຢູ່ໂບດຢາກເປັນມູ່ເຈົ້າວ່າຊັ້ນບໍ່? *You feel that nobody at church wants to be your friend, **is that right**?*
ພວກເຮົາເຜີຍແຜ່ພຣະຄຳຂອງພຣະຄຣິດໂດຍການເປັນຕົວຢ່າງທີ່ດີວ່າຊັ້ນ. ***I think** (I'm pretty sure) we spread the word of Christ through being a good example.*	ວ່າຊັ້ນແລ້ວຂ້ອຍຮູ້ສຶກວ່າເປັນແຂກໃນລະຫວ່າງຄົນທີ່ເປັນເພື່ອນສະນິດກັນຫມົດ. ***That's right**, I feel like a stranger among people that are all very close friends.*

ຈັກວ່າ and ຈັ່ງວ່າ.

44m ຈັກວ່າ and ຈັ່ງວ່າ are also used to express uncertainty in response to a question or comment. ຈັ່ງວ່າ means **perhaps** and ຈັກວ່າ means **I'm not sure**. They can be said by themselves or in a sentence.

Grammar: ຈັ່ງວ່າ/ຈັກວ່າ + V + O.

Examples:

ຈັ່ງວ່າ. ***Perhaps, I'm not sure.***	ຈັກວ່າລາວຊິມາໂບດ. ***I'm not sure** if he will come to church.*

44n ***Note:** There are a few verbs that can be translated into **to know** such as* ຮູ້, ຈັກ, ຊ່ຳ, and ຊາບ. Adding ບໍ່ before any of these verbs expresses uncertainty or doubt. Ex: ບໍ່ຈັກຊິເຮັດແນວໃດ. (I don't know what to do.)

***Important:** There are many colloquial filler words and phrases in Laotian. For further references, listen to natives use these words or ask them for help. Some may have a hard time explaining them so you may have to hear them many times in conext.*

Activities (see answers on p. 243)

Learn on Your Own

A. Intonation exercise

Below is a list of phrases in Laotian. On a seperate piece of paper, write down the phrase with each colloquial word that would make sense in that phrase. Next to it write down the feeling of the sentence. Several colloquial words may fit with the phrase.

Example: ເຂົ້າມາ.....ເຂົ້າມາໂລດ!

1. ຢ້ຳຢາມສິດສະເຕີຄຳຂອງ
2. ໃຫ້ເຈົ້າອ່ານພຣະຄຳພີມໍມອນ
3. ສອນກ່ຽວກັບການຊົດໃຊ້
4. ນີ້ແມ່ນວິທີດຽວທີ່ຈະມີຄວາມສຸກອັນຍາວນານໃນຊີວິດນີ້ໄດ້.
5. ໃຫ້ເຮົາເຊື່ອຟັງກົດຜູ້ສອນສາດສະໜາ.
6. ເຮົາຄວນແບ່ງປັນຂໍ້ທີ ກ.....ແລະຂໍ້ທີ ๔๔.
7. ເຈົ້າບໍ່ຕ້ອງເປັນຫ່ວງຂອ້ຍ.
8. ການເວົ້າກັບຄົນທີ່ເຈົ້າບໍ່ຮູ້ຄືຊິຍາກຫລາຍ...?
9. ໄປຊ່ອຍແມ່ຕູ້ຄົນນັ້ນ!
10. ຢ່າລືມການປະຊຸມເຂດມື້ອື່ນ.

B. Situation activity

Below are situations where a colloquial word can be used. Read the situation and create a sentence using a colloquial word. This activity will help you learn how and when to use colloquial words.

1. Encouraging an investigator to read the Book of Mormon
2. Calling a member for an exchange
3. Following up on an investigator's commitment to pray
4. Asking a member to take an investigator to church
5. Gospel discussion while eating dinner at a member's house.
6. Discussing the blessings of the temple

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ກັບຄືນມາສອນຂອ້ຍອີກດອກ!
   Come back and teach me again!
2. ຊ່ອຍຂອ້ຍໄຂປະຕູຫັ້ນສາ.
   Please help me open that door.
3. ເຈົ້າຮູ້ສຶກແນວໃດເດ້ກ່ຽວກັບສິ່ງທີ່ພວກເຮົາກຳລັງສອນ?
   How do you feel about what we've been teaching you? (looking for more than one thing)
4. ໄປໂບດແຫລະເພາະໂດຍການນັ້ນເຈົ້າຈຶ່ງຊິຮູ້ສຶກພຣະວິນຍານບໍລິສຸດ.
   Go to church, because through that you will feel the Holy Ghost.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. ສະນັ້ນເຈົ້າຮູ້ສຶກວ່າເຈົ້າບໍ່ມີສັດທາພຽງພໍທີ່ຈະເຮັດຕາມພຣະເຢຊູຄິດນໍ?
2. ດີແລ້ວແສງວ່າເຈົ້າຢາກກັບໃຈຈາກບາບຂອງເຈົ້ໆ. ດັ່ງນັ້ນໃຫ້ເຈົ້າຕັ້ງມື້ໄວ້ທີ່ຈະຮັບບັບຕິດສະມາສາ.
3. ຂໍໃຫ້ເຈົ້າອ່ານພຣະຄຳພີຂໍ້ນີ້ໂລດ.
4. ຫະໜາຂອ້ຍບໍ່ຮູ້ວິທີອະທິຖານຢ່າງຖືກຕອ້ງ.

E. Scripture Activity (~30 min.)

Read the following chapters in the scriptures which contain several of the colloquial words. These words are used in conversations between two or more people. As you read, identify the colloquial words and notice the tone/attitude that it places on the sentence. Practice using each colloquial word in its correct context. Set a goal to use each word correctly today.

Genesis 33 | Jeremiah 2:1-8 | John 1: 29-30
John 2:5 | Psalms 31 | 1 Samuel 3

F. Language Study Plan Activities (~20 min. each)

1. “Learn grammar,” bullet 3. As you read your scriptures, ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ, and other materials in Laotian, pay attention to how colloquial words are used.
2. “Memorize vocabulary and phrases,” bullet 7. Memorize simple statements from the lessons or brochures that use these colloquial words that convey key gospel principles.
3. “Actively listen” bullet 3. Listen to how natives use colloquial words when they speak and under what context. Imitate these in your own speech.

G *Preach My Gospel* Activity (~20 min.)

In the section entitled “ເວົ້າກັບທຸກຄົນ” of ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ, read the story about Victor Carbrera and his family on page 181. As you read, find any uses of the colloquial words that you have learned in this section. Next, have a discussion with your companion about the ways that any colloquial words in this section are used and what kind of feeling they add to the sentences.

Learn with Your Companion

H. Follow up Activity (~25 min.)

Choose a previously given commitment that you could use in this practice. Prepare sentences to use when you follow up on the commitment. For sentences to understand how they felt after keeping the commitment, create sentences using ນໍ and ແດ. For sentences to understand why they didn't keep the commintment, create sentences using ເທາະ, ເດີ້, and ໂລດ. Practice using these sentences in the correct context and discuss any possible miscommunications that may arise form their use. Try using them when you follow up with the investigator.

Learn with a Native Speaker

I. "Ready, Set, Speak!" Activity (~30 min.)

Before your next dinner appointment with a native speaker, write out several sentences you could use during dinner to get to know them better using the colloquial words. Choose 4 of the colloquial words and make 2 sentences per word. Practice these with your companion and discuss how the words' meaning will affect the sentences. During the dinner ask the member if you've used these colloquial words correctly.

J. Study with a Member (~30 min.)

Ask a member if you can go to their house one day for language study. Pick two colloquial words and ask the member how they are used and their meaning. Practice putting these words in sentences and ask the member if you've used them correctly.

Learn with Your District

K. "Pull it from a hat" District Game (~40 min.)

Write down a list of scenarios that the missionaries could participate in, such as sharing a message at a family home evening, teaching sunday school, following up on a commitment to pray about the Book of Mormon, etc., and place them in a container. Also write down all the colloquial words and place them in a seperate container. Have each companionship draw out one situation and 2 or 3 colloquial words. Instruct them to prepare to use the colloquial words in their correct context during the scenarios. Give each companionship a few minutes to role play their scenario then discuss their usage of the colloquial words. You can turn this into a game by awarding points for each time that they use a colloquial word correctly.

Review: Contrasting Attitudes, Emotions, and Feelings

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

- Particle words
- Filler words
- Intensifiers

Activities (answers on pp. 243-244)

Review on Your Own

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 7 errors in it. More than one answer may work for some of the questions. Check your answers.

ແອວເດີແສມເປັນແອວເດີໃໝ່ຢູ່ເຂດນີ້ແລະແອວເດີສະມິດເປັນຄູ່ໃຫ່ຍຂອງເພິ່ນ. ຕອນເຊົ້ານ້ຶຫ້ອິດແອວເດີສະມິດເອົາແຜນທີ່ເຂດອອກແລະວ່າ"ນີ້ເດແມ່ນເຂດເຮົາ! ເຮົາຈະໄປຢາມຜູ້ສົນໃຈແຕ່ລະຄົນໃຫ້ເຂົາພິບເຈົ້າ" "ຂອ້ຍຢ້ານໄປພົບເຂົາເຈົ້າເພາະບໍ່ຮູ້ພາສາລາວນໍ" ຂອ້ຍວ່າ. "ບໍ່ເປັນຫຍັງສາ!" ເພິ່ນວ່າ "ເບິ່ງວ່າຊັ້ນ! ກ່ອນຂອ້ຍມາເປັນຜູ້ສອນສາດສະໜາຂອ້ຍກ້ໍບໍ່ຮູ້ພາສາວລາວຄືກັນແຕ່ພຣະເຈົ້າໄດ້ ມາຊ່ອ່ຍຂອ້ຍ. ຖ້າເຈົ້າເຮັດວຽກໂດຍສຸດພະລັງພຣະເຈົ້າຊິມາຊ່ອ່ຍເຈົ້າສາ." ຄ້ໍານີ້ໄດ້ຊ່ອ່ຍຂອ້ຍ ເຢັນໃຈແລະຂອ້ຍວ່າ: "ໄປຈັ່ກວ່າ!" ທ້ໍາອິດເຮົາໄປຢ້ຽມຢາມແມ່ຄ້ໍາສຸກ. ເມ່ືອເຮົາເຂ້ົາໄປໃນບ້ານເພິ່ນ ຢ້ານຂອ້ຍຈ່ຶງໜ້ີໄປທັນທ. ແມ່ເປັນຄົນເຕ້ຽແຕ່ໃຈດີອ້ີຫລ! ເພິ່ນເຮັດອາຫ້ານໃຫ້ເຮົາກ້ິນທ່ີຫອມດ. "ແອວເດີເຄ້ຍກ້ິນອາຫ້ານລາວມາກ່ອນບ່?" ເພິ່ນວ່າ. "ຫະໜ້ າ,ຂອ້ຍບ່ໍເຄ້ຍກ້ິນອາຫ້ານເອເສ້ຽ." ຂອ້ຍວ່າ. "ໂອ! ກ້ິນແດ່!" ເພິ່ນວ່າ. ຕ້ັ້ງແຕ່ນ້ັ້ນມາຂອ້ຍຮັກຄ້ິນລາວ.

Vocabulary

ຫອມ - to smell
ເຢັນໃຈ - to relax
ແຜນທ່ີ- map
ສຸດພະລັງ- all one's energy
ເຂດ- area
ຢ້ານ- to be afraid
ເຕ້ຽ- short (adj.)

B. Error Correction

This activity will help you see where you need to improve. Each sentence has at least one error. Write down the corrected sentence or say it to your companion. Only one answer is given that sounds the most correct, but there may be more than one correct answer for each question. Check your answers.

1. ການຮັກສາພຣະບັນຍັດຂອງພຣະເຈົ້າບ່ໍ່ງ່າຍແລະກ້ໍ.
2. ພຣະເຢຊູວ່າ: "ຈ່ົ່ງກັບໃຈແລະຮັບບັບຕ້ິດສະມານ!"
3. ລາວເປັນສາມະຊ້ິກໂລດ.
4. ຢ່ໍາລ້ືມອະທ້ິຖານຕອນແລງນ້ີ້ໂລດ!
5. ຂອ້ຍຫ້ິວນ້ໍ. ຂໍເອ້ົານ້ໍ?
6. ແດ່ເຊ້ີນເພ້ືອນເຈ້ົ້າມາໂບດອາທ້ິດນ້ີ.
7. ພຣະອ້ົງຢາກໃຫ້ເຮົາຊ່ອ່ຍແຕ່ລະຄົນບ່ໍ່ວ່າເຂົາເຊ່ືອຖ້ືສາດສະໜ້ າພຸດທລ ສາດສະໜ້ າພຣະເຢຊູຄ້ິດຈ້ັ່ງວ່າ.
8. ຂອ້ຍສະບ່ ายດ. ເຈ້ົ້ານ?

C. Translation

On a separate sheet of paper, translate the following sentences into Laotian. Only one answer is given that sounds the most correct, but there may be more than one right answer for some of the questions. Check your answers.

1. That's it! That's the Book of Mormon I gave you.
2. Go ahead and keep reading!
3. Even though Sister Ning originally was nervous about serving a mission, she still did because she knew it was what God wanted her to do, right?
4. Good luck!
5. Don't worry about it!
6. Let's go!
7. Even though God loves us, He will still try our faith to help us progress, do you know what I mean?
8. Repent and be baptized!
9. Remember to come to church this Sunday!

10. What about the investigator who came to church last Sunday?

D. Scripture Activity (~15 min.)
Read the following scriptures and note how the colloquial particles and filler words are used in each scripture. Pick one of these particles and practice using it as you teach.

Daniel 6:5	Matthew 3:3	Genesis 27:13	Jeremiah 2:4
Psalms 31: 11	1 Samuel 3:5	Genesis 27:5	Matthew 3:2

E. Share an Experience (~20 min.)
Write about a time when you were making a difficult decision and you had conflicting feelings inside (going to a certain college, coming on a mission, whether or not to keep a certain commandment, etc.). Use grammar from this lesson to write out your experience. Have your companion check your sentences. Think of a time when you could use this experience in your daily activities.

Review with Your Companion

***F. Preach My Gospel* Activity** (~20 min.)
Turn to pg. 211 of ຈົ່ງສອນພຣະກິດຕິຄຸນຂອງເຮົາ and read the section entitled “ຊ່ອຍຄົນແກ້ໄຂບັນຫາຂອງເຂົາ.” Trying to help someone as they struggle with a concern can be a very emotional situation and colloquial particles can help you express yourself. Identify a concern that one of your investigators is struggling with right now and together with your companion you will practice helping them. Switch roles once you are done so that you each get a chance to be both roles. Remember to focus on using the particles correctly as you do this activity.

G. “Missionary Work” Activity (~20 min.)
Cut a piece of paper into strips and together with your companion write down events that occur as your are proselyting (ex: an investigator didn’t keep their commitment to pray, you contact an older woman working in her garden, you are visiting a young member with kids, etc.) one event per strip of paper. Do the same for the colloquial particle and filler words. Place each pile (1-events 2-colloquial particles and filler words) in a seperate hat or container. Have one missionary take a piece of paper from each hat and think of ways that you could use the colloquial particle/filler in that event/situation. Take turns doing this activity until you have used all of the pieces of paper.

Review with a Native Speaker

H. Learn with a Native Speaker (~20 min.)
During your next appointment with a native speaker, pay attention to any particular word that they favor when they speak and notice how they use this word. Ask them what that word means and how it can be used. Try to use this word as you speak as well. (Make sure to check its definition before you use it if you are not familiar with it.)

Review with Your District

I. Sharing Personal Experiences (~25 min.)
Have each person in your district complete Activity E above prior to district meeting. Take turns sharing your personal experiences and give each other feedback on the grammar from this review. Then lead a discussion with your district about how baptism can sometimes be a difficult decision for Laotian investigators because of social and family pressure. Discuss how you can help your investigators overcome these concerns and how to be more sensitive to investigators’ concerns. Encourage your district to use grammar from this review.

Asking and answering questions of

Time, Date, and Location

Purpose

This function will help you talk about when and where things happen; for example, what time does church start? How do you get there? Below are examples of the types of sentences you will be able to express with the grammar in this function.

- The Church was restored on **April 6, 1830**. (Time and Date)
- We are here **on** earth to learn and grow. (Prepositions)
- The scriptures are **over there**. (Location)
- Our investigator lives on the **east side** of the city. (Compass)
- The church is on the **right side** of the street. (Giving directions)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that you will perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- The Restoration of the Gospel of Jesus Christ (When was the First Vision? When did Joseph Smith receive the priesthood? When was the Church restored?)
- Pre-Earth Life (Where did we come from?)
- Our Life on Earth (Why are we here?)
- The Spirit World (Where do we go when we die? How long are we there?)
- Kingdoms of Glory (Who goes to each kingdom?)
- Baptism and Confirmation (Where does each part of baptism take place [baptism, confirmation]? When are my investigators getting baptized?)

Tasks from *Missionary Vocabulary and Phrase* Book

- Give Directions (How do we get to church? What do you pass along the way?)
- Make Appointments (When are the investigators available? Where is the appointment?)
- Plan Daily and Weekly Activities (When and where will each appointment/activity take place?)

Time and Date

Examples from *Vocabulary and Phrases*

We already have an appointment **at that time**.	ເຮົາມີນັດໃນເວລານັ້ນແລ້ວ.
So, we'll see you **on** ...	ສະນັ້ນພົບກັນ...
Wednesday would be better.	ວັນພຸດດີກ່ວາ.
The appointment **is at seven o'clock**.	ເຮົາມີນັດເຈັດໂມງ.

Explanation

Asking the time

45a

Example: ຈັກໂມງ?
What time is it?

Telling the time

Hours

45b

5:00 = ຫ້າໂມງ.

7:00 = ເຈັດໂມງ.

10:00 = ສິບໂມງ.

Grammar: # + ໂມງ(hour)

Minutes

45c

4:08 = ສີ່ໂມງແປດນາທີ.

7:17 = ເຈັດໂມງສິບເຈັດນາທີ.

1:24 = ບ່າຍໂມງເຊົ້າສີ່.

Grammar: # + ໂມງ(hour) + # + (ນາທີ)(minutes)

Note: It isn't necessary to say "ນາທີ" after the number when referring to the minutes.

Other time expressions

Vocabulary:

1/2 hour or 30 minutes	ເຄິ່ງ
Morning	ຕອນເຊົ້າ
Afternoon	ຕອນບ່າຍ
Evening	ຕອນແລງ

Night	ຕອນຄືນ/ຄ່ຳ
Noon	ຕອນທ່ຽງ
Midnight	ຕອນທ່ຽງຄືນ
Late in the night	ຕອນເດິກ

Examples:

4:30pm	ສີ່ໂມງເຄິ່ງຕອນບ່າຍ
12:00pm	ຕອນທ່ຽງ
11:00am	ສິບເອັດໂມງຕອນເຊົ້າ
2:00am	ສອງໂມງຕອນຄືນ
3:17pm	ສາມໂມງສິບນາທີຕອນບ່າຍ

To convey, 15 (or whatever amount) minutes before the hour (whatever hour it may be):

Grammar: # + minutes + ກ່ອນ + hour = ສິບຫ້ານາທີກ່ອນ...

Asking and telling what time something happens

45d

Question	Answer
ກອງປະຊຸມເລີ່ມຈັກໂມງ? *What time is the meeting?*	ກອງປະຊຸມເລີ່ມເຈັດໂມງ. *(The meeting) It's at seven.*
ໂບດເລີ່ມຈັກໂມງ? *When does church start?*	ໂບດເລີ່ມເກົ້າໂມງ. *(Church) It's at nine.*

Note: *Do not get* ***when*** *and* ***what time*** *mixed up.* ***When*** *is generally used for days, months, years and* ***what time*** *is used for telling time, or hour of the day. Additionally, when telling time in Laotian, there is not a word for* ***at*** *in regards to time. We must say the word* ***start/begin*** *as a replacement. For example, in English we say "The meeting is <u>at</u> 7:00pm." In Laotian it is said, "The meeting <u>starts</u> 7:00pm."*

am / pm

45e

ຕອນເຊົ້າ	am or from early morning to noon *(usually from 4:00am – noon)*	ກອງປະຊຸມເລີ່ມເກົ້າໂມງເຊົ້າ. *The conference is at 9:00 am.*
ຕອນບ່າຍ	pm or in the afternoon *(usually from noon – around 5 pm)*	ເຮົາມີນັດສອນສາມໂມງບ່າຍ. *We have a teaching appointment at 3:00 pm.*
ຕອນແລງ	pm or in the evening *(usually from around 5:00pm – 9:00pm)*	ລາວເຂົ້ານອນແປດໂມງແລງ. *He goes to bed at 8:00 pm.*
ຕອນຄືນ	am or in the late night *(usually from 9:00pm – 12:00am)*	ຂ້ອຍເຮັດວຽກຕອນສິບສອງໂມງຄືນ. *I work at 12:00am.*
ຕອນເດິກ	am or in the early morning *(usually from 12:00am – 3:00am)*	ຂ້ອຍກິນເຂົ້າເຊົ້າສາມໂມງຕອນເດິກ. *I eat breakfast at 3:00 am.*

Note: ຕອນ can be omitted to make the sentence shorter. For example you can just use ເຊົ້າ, instead of ຕອນເຊົ້າ. Using both are fine as well.

"When is it happening?"

45f

In Laotian there are several different ways to express that a certain activity or occurrence will happen at a given time. Below are a few examples of some ways that you could say this.

ເຂົາເຈົ້າຊິໄປພຣະວິຫານຕອນຫົກໂມງແລງ. *They're going to the Temple* ***at*** *six pm.*	ເຮົາມີກິດຈະກຳວັນອັງຄານ. *We have an appointment* ***on*** *Tuesday.*

ເພິ່ນຊິໄປສຳພາດກັບອະທິການຕອນຫ້າໂມງແລງເມື່ອວັນພຸດ. *He'll be interviewed by the Bishop **at** 5 pm **on** Wednesday.*	ເຮົາມີກອງປະຊຸມວັນອາທິດ. *We have a meeting **on** Sunday.*

Days of the Week

45g

ວັນຈັນ	Monday
ວັນອັງຄານ	Tuesday
ວັນພຸດ	Wednesday
ວັນພະຫັດ	Thursday
ວັນສຸກ	Friday
ວັນເສົາ	Saturday
ວັນອາທິດ	Sunday

Grammar: S + V + Day

Examples:

ມື້ນີ້ແມ່ນວັນອາທິດ. *Today is Sunday.*
ມື້ອານນີ້ແມ່ນວັນຈັນ. *Tomorrow is Monday.*

Months

45h

ເດືອນມົກກະລາ	January
ເດືອນກຸມພາ	February
ເດືອນມີນາ	March
ເດືອນເມສາ	April
ເດືອນພຶດສະພາ	May
ເດືອນມິຖຸນາ	June
ເດືອນກະລະກະດາ	July
ເດືອນສິງຫາ	August
ເດືອນກັນຍາ	September
ເດືອນຕຸລາ	October
ເດືອນພຶດສະຈິກາ	November
ເດືອນທັນວາ	December

***Note:** These months are not as commonly used by Laotian speakers in the United States. Many Laotian speakers say: "*ເດືອນ*" then the number to refer to a certain month.*

Years. *You must say every integer.

Examples:

1820	ປີພັນແປດຮ້ອຍຊາວ (*year one thousand eight hundred twenty*).
1988	ປີພັນເກົ້າຮ້ອຍແປດສິບແປດ (*year one thousand nine hundred eighty-eight*).
2007	ປີສອງພັນເຈັດ (*year two thousand seven*).

45j

Telling what the date is

Grammar: Day + Month + Year
21 + 4 + 2010
ວັນທີ່ຊາວເອັດ + ເດືອນສີ່ + ປີສອງພັນສິບ

Examples:

ວັນທີ່ຊາວເອັດ,ເດືອນສີ່,ປີສອງພັນສິບ.	ວັນທີ່ຊາວຫ້າ
4/21/2010	*The 25th*

Activities (see answers on p. 244)

Learn on Your Own

A. Telling Time

On a separate sheet of paper, write down a complete phrase describing how you would express each time given. Include the time of day. Check your answers. You may also do this activity out loud with your companion.

Example: 9:00 AM ເກົ້າໂມງເຊົ້າ.

1. 8:00 AM
2. 3:15 AM
3. 3:45 PM
4. 5:39 PM
5. 10:48 AM
6. 1:19 PM
7. 12:00 PM
8. 7:45 AM
9. 4:15 PM
10. 1:00 PM

B. Translation

Translate the following sentences, focusing on expressing the time correctly. Check your answers.

1. We will come by at 11:00 in the morning.
2. Meetings are on Sundays at 10:00 in the morning.
3. The baptism is on Saturday at 6:00 in the evening.
4. The activity is from 6:30 until 8:00 in the evening.
5. Could we visit you at 2:30 in the afternoon?
6. We have a meeting on Sunday at 9:00 in the morning.
7. We have an evening appointment at 8:00 on Monday.
8. What time will you get back on Friday?
9. We'll come by to pick you up at 9:45 Sunday morning.
10. Why did you wake up at 3:30 in the morning?
11. Today is the 18th of August.
12. Tomorrow is Friday.
13. The Church was organized on April 6, 1830.
14. Next Sunday is March 1st.
15. Joseph Smith had the First Vision in 1820.
16. The meeting will be on Tuesday at 7:30 in the evening.
17. Today is December 23, 2008.
18. The baptism is on Saturday at 6:00 in the evening.
19. Does it work for you if we begin at 5:30?
20. What time do you finish working on Saturdays?

C. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ມັນສີ່ສາມສິບ.
   It's four-thirty.
2. ກອງປະຊຸມແມ່ນວັນຫ້າເດືອນສີ່
   The conference is on April fifth.
3. ມັນເຈັດໂມງສາມສິບຕອນເຊົ້າ.
   It's seven-thirty in the morning.
4. ຂອ້ຍເກີດໃນປີໜຶ່ງເກົ້າແປດເກົ້າ.
   I was born in 1989.
5. ມື້ນີ້ແມ່ນພຣະຫັດ.
   Today is Thursday.
6. ມັນໜຶ່ງໂມງເຄິ່ງ.
   It's one-thirty.

D. Error Correction
Each sentence is either correct or has one error. Write down the correct form of the sentence or say it to your companion, and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today which use the correct form of the word.

1. ເຮົາມີນັດພຸກວັນເສົາ.
2. ເຮົາຕອ້ງກັບຄືນເມືອບ້ານເກົ້າເດືງ.
3. ມື້ວານນີ້ແມ່ນວາທິດ.
4. ເຮົາຢາກເຊີນເຈົ້າໄປກອງປະຊຸມບັບຕິດສະມາວັນຈັນຕອນຫ້າໂມງແລງ.
5. ມື້ອືນແມ່ນວັນທີ່ສອງເດືອນສິບ.
6. ເຈົ້າມີອີກສອງວາທິດກອ່ນເຈົ້າຮັບບັບຕິດສະມາ.

E. Scripture Activity (~20 min.)
Share the following scriptures and practice using the times correctly.

1. Genesis 1:5,13-14
2. 2 Peter 3:10
3. John 3:2
4. Matt 25:6

F. Language Study Plan Activities (~15 min. each)
1. "Actively listen," bullet 1. Expressions of time vary by language. Listen to how the natives in your mission express the time and imitate them. Write down any phrases they use that you would not have used.
2. "Learn grammar," bullet 2. Prepare sentences using expressions of times and dates that you can use in your scheduled activities today, such as scheduling further appointments or telling investigators what time events start.

Learn with Your Companion

G. Weekly Events Activity (~20 min.)
Go over your plans for the week with your companion. For each event you have scheduled, practice telling each other what time the event begins, on what day, and the duration of time. These events should include: personal, companion and language study (what will you be studying and how long), appointments, contacting, meals, member work, and meetings.

H. Setting an Appointment (~15 min.)
Practice scheduling appointments with your companion (as if he or she were a contact that you met while finding new investigators). Ask what time would be best for them and confirm the appointment after you make it. Get feedback on how well you expressed the time. Set a goal of how many times you will do this while tracting or contacting.

Learn with a Native Speaker

I. Ten Virgins Lesson (Preparation ~15 min. - Lesson ~30 min.)
Share, in your own words, the story about the Ten Virgins with a member. Emphasize preparation, testimony, and waiting on the Lord. Make sure to talk about the times and times of day mentioned in the story and relate them to our own life preparation. Make sure that they know that these Ten Virgins represent the members of the church. We must always be feeding our spirits and have enough oil.

J. A Day-in-the-Life of a Missionary (~20 min.)
With a member, open up your planner and share with them a day-in-the-life of a missionary. Talk about appointments, what you are studying, and your goals. Make sure to use specific times, days, times of the day, and duration of each activity. This would be a great activity to do with a someone who is preparing to serve a mission.

Learn with Your District

K. Daily Planning Review (~40 min.)
Have the missionaries open up their planners to the previous day and their *Preach My Gospel* manuals to page 150, the sections entitled "Daily Planning Session" and "Accountabilty." Follow up to see how their daily planning was the night before. Ask about their goals, appointments, plans, activities, and what they were studying. Make sure their goals are specific, measurable, made them stretch, and that all their time was full of things that helped them to fulfill their purpose. The focus here is to help the missionaries do a good job at daily planning and use their time wisely while using the times and dates correctly.

Locality

Examples from *Vocabulary and Phrases*

Come **here**!	ມາ**ນີ້**!
Can we teach you **over there**?	ພວກເຮົາໄປສອນເຈົ້າ**ຢູ່ນັ້ນ**ໄດ້ບໍ?
The Bishop lives **over there**. (far)	ອະທິການ**ຢູ່ພຸ້ນ**.
We came **here** to share a message with you.	ເຮົາ**ມາຢູ່ນີ້**ເພື່ອແບ່ງປັນຂ່າວສານ**ນຳ**ເຈົ້າ.

Explanation

Location can be designated by ຢູ່ and then further explained by the use of locality words.

ຢູ່

46a ຢູ່ means **at** and is used as the main way to designate location.

Ex: S + V + ຢູ່ + Location. ***or*** S + ຢູ່ + Location.

Be aware that ຢູ່ is used in a few phrases similar to these, but have different meanings.

46b

ບາລະເດີແສງ**ຢູ່**ບໍ່?	Is Bro Saeng home? (Is Bro. Saeng "at" there?")	S +**ຢູ່** + (ບໍ່?)
ເຈົ້າ**ຢູ່**ນີ້ບໍ່?	Do you live here?	S + **ຢູ່** + ນີ້ + (ບໍ່?)

*As can be seen, ຢູ່ can also mean **to live at** or **to currently be in a location**.

Note: See the section entitled "To be" to see more examples and explanation.

Locality Words

46c These words are used to specify the locality of a person, place, or an object. The locality is in reference to where you are at. It is common for a Laotian person to state a location and then refer to it later in the conversation as "ຢູ່ນີ້," "ຢູ່ນັ້ນ," or any of the locality words learned in this lesson.

ນີ້	*here (connotes a very close/specific location)* **also used to point out an object or person (this)*
ນັ້ນ	*there (close to you/similar to* ນັ້ນ*)* **this will be used to point out an object or person but in locality it will be used in descriptions or when pointing something out on a map.*
ພີ້	*here/there (close to you, but refers to a locality more generally than* ນີ້*)* **used only in locality*
ນັ້ນ	*there (close to you/similiar to* ນັ້ນ) **used in locality and also used to point out an object or person*
ພຸ້ນ	*there, yonder (far from you)* **used only in locality*

46d *Locality words are used in designating location as well as used as demonstratives to designate objects.*

**Example of how* ນັ້ນ *is used to point out an a person or an object:*

That prophet's name was Nephi. ສາດສະດາຄົນນັ້ນຊື່ນີໄຟ.

Example of how* ນັ້ນ *is used to show* ***locality* *(pointing to a map):*

Q: ພຣະເຢຊູໄດ້ຮັບບັບຕິດສະມາຢູ່ໃສ? A: ພຣະເຢຊູໄດ້ຮັບບັບຕິດສະມາຢູ່ນັ້ນ.

46e

In addition to the previously explained uses of ນັ້ນ, *there is another way that it can be used to express locality. This way changes it to mean* ***that place/location****.*

Grammar: S + V + ທີ່ນັ້ນ Example: ພຣະເຢຊູສະເດັດໄປທີ່ນັ້ນຕາມລຳພັງເພື່ອອະທິຖານຫາພຣະເຈົ້າ.
Jesus went ***there*** *alone to pray to God.*

Grammar: S + (ຢູ່) + Locality Word or S + ໄປ/ມາ + Locality Word

Examples:

ເຮືອນຂອງສົມສະວັດຢູ່ພຸ້ນ. *Somsawats house is way over* ***there.***	ຂອບໃຈທີ່ໄດ້ຍອມໃຫ້ເຮົາກັບມາພີ້. *Thank you for allowing us to come back* ***here.***
ບະລາເດີແສງເອີຍ,ຂໍມາພີ້ແດ່. *Hey Brother Saeng, please come* ***here****.*	ຂ້ອຍເຫັນວ່າເຈົ້າມີຮູບພຣະເຢຊູຄິດຢູ່ຫັ້ນ. *I see that you have a picture of Jesus over* ***there****.*
ທຸກວັນອາທິດສະມາຊິກໃນຫວອດຂອງເຮົາຮ່ວມກັນຢູ່ນີ້. *Members of the ward meet* ***here*** *every Sunday.*	ໂບດຢູ່ພຸ້ນໄກ້ຕະລາດ. *The church is* ***over there*** *near the store. (far)*

ແຕ່ used in location

46f

ແຕ່ has several meanings, and one is used to show relative position to one's present position. This form of ແຕ່ means **from** and is used when you are saying such things as: "It is 50 miles <u>from</u> Luangprabang to that city."

Grammar: ແຕ່ + Locality word/Location + ໄປ/ມາ + Locality word/Location + O.

Examples:

ແຕ່ເມືອງStocktonໄປເມືອງGaltມີຕຶກໂບດສາມຫລັງ. *There are three churches* ***from*** *Stockton (going)to Galt.*	ແຕ່ບ້ານສົມຫວັງມານີ້ມີຈັກໄມ? *How many miles is it* ***from*** *Somwang's house (coming) to here?*

Note: See the lessons entitled "Time Expressions", and "Frequency of Events" to see other uses of ແຕ່.

Activities (see answers on p. 244)

Learn on Your Own

A. Translation

On a separate piece of paper, translate the sentence and focus on using the correct locality word. Check your answers.

1. We came here to receive a body. (close)
2. Alma went there to teach the Zoramites. (far)
3. When he went there, he found the golden plates. (close)
4. The Bishop came here with us to teach about church. (close)
5. While he was there, Alma ordained priests to teach the people. (far)
6. Jesus Christ came here to atone for our sins. (close)

B. Common Errors

Figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ຂອບໃຈທີ່ໄດ້ເຊີນເຮົາມາພຸ້ນ.
   Thank you for inviting us to come here.
2. ຂະນະທີ່ພຣະອົງຢູ່ນັ້ນພຣະອົງຊົງໄດ້ແຕ່ງຕັ້ງອັກຄະສາວົກ.
   While He was here, He ordained apostles.
3. ນັ້ນແມ່ນອານາຈັກສາມແຫ່ງ.
   There are three kingdoms of glory.
4. ພີ້ແມ່ນຮູບຂອງໂຢເຊັບສະມິດ.
   Here is a picture of Joseph Smith.

C. Error Correction

Each sentence is either correct or has one error. Write down the correct form of the sentence or say it to your companion, and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today which use the correct form of the word.

1. ເຮົາອະທິຖານທີ່ຈະເຊີນພຣະວິນຍານມາຢູ່ນີ້. (close)
2. ເມື່ອເຮົາມາຢູ່ພຸ້ນເຮົາລືມຊີວິດເກົ່າຢູ່ນຳພຣະຜູ້ເປັນເຈົ້າ. (context: here on earth; close)
3. ເມື່ອເຮົາໄປຢູ່ຫັ້ນເຮົາຊິມີຮ່ຳກາຍທີ່ດີພອ້ມ.
4. ຫລັງຈາກສອນຢູ່ນີ້ເຮົາຊິໄປພຸ້ນ. (far)

D. Scripture Activity (~15 min.)

Read Matthew 24:23. This verse warns us about false prophets. Identify and write down the locality words that are used in this verse. Practice repeating this scripture until you have it memorized. Share this scripture with someone either in a lesson or during a contact this upcoming week.

E. Language Study Plan Activities (~15 min. each)

1. "Actively listen," bullet 1. Listen for when and how native speakers use the locality words. Imitate what you hear.
2. "Memorize vocabulary and phrases," bullet 4. Use new words or phrases in sentences during teaching as well as through out the day. Try to use this new principle all the time.

Learn with Your Companion

F. Alma's Journeys (~60 min.)

Review the travels of Alma in Alma 5-8 with your companion and draw a map of his journeys. Then prepare a mini-lesson about diligence, and use the map as you describe Alma's journeys. Focus on using the locality words correctly when you describe the map.

G. Map Locator Activity (~20 min.)

If you have a map of your area then take it out of your area book and identify where your investigators live on the map. Take turns with your companion indicating the distance from your residence to each investigator's home using ແຕ. Ex. ບ້ານຂອງສູງຢູ່ນີ້. ແຕ່ນີ້ໄປບ້ານຂອງສູງມີສອງມິລ. Do this activity with several investigators/members.

Learn with a Native Speaker

H. Get to Know Someone (Preparation ~25 min. - Lesson ~40 min.)

Choose a less-active native speaker that you are not familiar with, and set an appointment to go visit them. Before you go, prepare several questions that you would ask to get to know them, their family, school, work, etc. After you've asked an initial question, use the locality terms when asking your remaining questions.

Example: Where do you work?
How long have you worked **there**?
What do you do **there**?

Do the same when you talk about yourself. Ask the native speaker whether or not you used the locality words correctly.

I. Member Exchange Activity (Preparation ~15 min. - Exchange ~Up to you)

Talk to native-speaking members and set up exchanges so that you and your companion are each with a member. At the beginning of your exchanges, have each missionary explain to the member where and what they will be doing. Remember to first state where you will be going then you can use the locality words. After you've both had a chance to do so, ask the members whether or not you used the locality words correctly.

Learn with Your District

J. District Accountability Activity (~30 min.)

Have every missionary pull out their planner and turn to another missionary that is not their companion. Have them take turns choosing an activity they have written in their planner and explaining where they will be going and their purpose

while they will be there. Instruct them to focus on using the localilty words correctly when explaining their purpose for going to each place.

Ex: ສອງໂມງບ່າຍເຮົາຊິໄປຢາມສີດາ. ເຮົາຊິໄປຢູ່ຫັ້ນເພື່ອສອນເພີ່ນກ່ຽວກັບແຜນຂອງພະເຈົ້າ.

Give the missionaries time to discuss their use of the locality words and account for their planning and use of time to each other.

Review – Time, Date, and Location

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following functions:

Asking and answering questions of:

- Time and Date
- Locality

Activities (see answers on p. 244)

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 7 errors in it. Check your answers.

ແອວເດີສີແລະແອວເດີຈອນຊັນມີນັດສອນຜູ້ສົນໃຈຕອນເຈັດແລງແຕ່ເຂົາເຈົ້າມີປັນຫາ. ເຂົາເຈົ້າບໍ່ຈື່ວ່າຜູ້ສົນໃຈອາໄສໃສ. ສະນັ້ນ ເຂົາຈຶ່ງເບິ່ງແຜນທີ່ເພື່ອຮັບຮູ້ວ່າຜູ້ສົນໃຈທີ່ບ່ອນໃດ. ແອວເດີສີພົບທີ່ຢູ່ກ່ອນຄູ່ສອນສາດສະໜາຂອງລາວແລະເວົ້າວ່ານັ້ນ! ເພາະວ່າເຂົາ ເຈົ້າບໍ່ຢາກມາຊ້າເຂົາເຈົ້າຈຶ່ງຟ້າວໄປບ້ານຂອງຜູ້ສົນໃຈ. ເມື່ອຮອດແລ້ວເຂົາເຄາະປະຕູແລະຜູ້ຍິງຫນຸ່ມໄຂມັນ. “ສາມອາໄສບໍ?” ເຂົາເຈົ້າຖາມ. ຜູ້ຍິງຕອບວ່າ,“ເພິ່ນບໍ່ຢູ່. ຂໍໂທດ.” ພວກແອວເດີຜິດຫວັງຫລາຍເພາະວ່າສາມລືມນັດຂອງເຂົາ ຕອນເຈັດຊົ່ວໂມງແລງ. ຜູ້ຍິງບອກເຂົາວ່າ ລາວອາດໄປຫລິ້ນໄພ້ຢູ່ເຮືອນຂອງສ່ວລາວ. “ຢູ່ໃສ?”ເຂົາຖາມ. “ທີ່ພຸ້ນ,” ຍິງຕອບ. ຫລັງຈາກນັ້ນເຂົາໄປພົບສາມຢູ່ບ້ານ ຂອງຫມູ່ລາວ.

B. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the answers section will refer you to the principle you should study.

1. ໂບດຂອງເຮົາຢູ່ຫັ້ນ. (speaking of far away)
2. ສີທາອາໄສນີ້ແມ່ນບໍ່?
3. ພວກເຮົາໄປໂບດແລະຮັບສິນລະລຶກອາທິດ.
4. ມື້ນີ້ແມ່ນວັນທີເທົ່າໃດ? ມື້ນີ້ແມ່ນວັນແປດເດືອນທີ່ສິບ.
5. ພີ້ແມ່ນພຣະຄຳພີມໍມອນເຊິ່ງເປັນບັນທຶກຂອງຊາວນີໄຟ.
6. ພວກເຮົາສະຫລອງວັນເກີດຂອງພຣະຄຣິດໃນເດືອນມີກາກະລາ.
7. ພວກເຮົາສະຫລອງການເປັນຄືນມາຈາກຕາຍຂອງພຣະຄຣິດໃນ ເດືອນພຶດສະພາ.
8. ຫອ້ງເຊົ່າຂອງເຮົາຢູ່ນັ້ນ. (within sight)
9. ໂບດຂອງເຮົາເລີ່ມຕອນສິບເຄ່ິງໂມງ.
10. ພວກເຮົາຊິກັບບ້ານກິນເຂົ້າສິບສອງສີ່ສິບຫ້າ.

C. Translation

On a separate sheet of paper, translate the following sentences into Laotian. Check your answers.

1. How long have you lived here?
2. Johnny lives right there. (pointing to a map)
3. We’ll have an interview at 6:30 PM on Saturday.
4. Where do you live? I live way over there.
5. We celebrate Thanksgiving in November.
6. The Church is right there.
7. Where is your friend’s house?
8. Which church is the conference at?
9. Can you meet us at your friends house at 5:00 PM?
10. It’s 5:30 PM right now.
11. In the year 1820, God again reached out to us in love.
12. In the past, I also lived here.
13. The revelation on the Priesthood was given in 1978.
14. We need to teach Saeng at the church.

D. *Preach My Gospel* Activity (~20 min.)

On page 62 of ຈົ່ງສອນພະກິດຕິຄຸນຂອງເຮົາ is a visual representation of our progress through the different phases of the Plan of Salvation. Using this or another visual aid, practice teaching the logistics of our progress through the Plan of Salvation using the locality grammar principle. You may choose to focus on teaching about the kingdoms of glory and what must be done in order to reach a certain kingdom. Practice using ຢູ່ correctly as well as ໄປ/ມາ with different locality vocabulary.

E. Matching Activity (~)

1. Listed below are several important events in Church history as well as a list of dates. Match each event with its date and tell your companion when the event occured in a complete sentence. Have your companion check your answers in the answers section as you say each sentence.

1. ສາດສະໜາຈັກໄດ້ຖືກຈັດຂຶ້ນ	a. May 15, 1829
2. ການຟື້ນຟູຖານະປະໂລຫິດແຫ່ງອາໂລນ	b. December 23, 1805
3. ໂຢເຊັບສະມິດໄດ້ຮັບແຜ່ນທອງຄຳ	c. Spring of 1820
4. ໂຢເຊັບສະມິດເກີດ	d. June 27, 1844
5. ພາບທີ່ມາໃຫ້ເຫັນຄັ້ງທຳອິດ	e. April 6, 1830
6. ການຈັດພິມພຣະຄຳພີມໍມອນຄັ້ງທຳອິດ	f. July 24, 1847
7. ໂຢເຊັບສະມິດຖືກຝັງຊົນຂ້າ	g. March 26, 1830
8. ພວກຜູ້ບຸກເບີກມາຍັງຮ່ອມພູSalt Lake	h. September 22, 1827

F. Scripture Activity (~15 min.)

Read 3 Nephi 17:7. In this scripture Christ tells the multitude to bring any that are afflicted unto him. Notice how he uses locality. Write down any other ways in which Jesus could have expressed the locality according to what you have learned.

Review with your Companion

G. Invitation Activity (~20 min.)

If possible, come up with a list of at least 10 events that you have scheduled for the next few weeks and to which you could invite an investigator (for example, a ward activity, a baptism, a fireside, church meetings, a family home evening, a member's home, English class, etc.) with a date, time, and location for each. Then have your companion play the role of an investigator and practice inviting him or her to that event. Focus on expressing the time and date correctly and using ຢູ່ correctly to express location. Take turns acting as the investigator and the missionary. Get feedback on how well you used these principles. After you've completed this activity then do it for real!

H. Important Events Timeline (~30 min.)

With your companion, discuss some of the important events relating to your mission such as when you received your mission call, when you were set apart as a missionary, when you entered the MTC, etc. Use the time and date grammar principles to describe these experiences. In your description of these events, share with your companion how your testimony has grown as you have learned and progressed.

Review with a Native Speaker

I. Listening Activity (~40 min.)

Ask a native speaker to tell you about 4-5 meaningful life events that have affected their life the most. As you listen, note how the native speaker expresses times, dates, and locations. Ask questions to find out more about each event using the grammar from this review.

Answers

Subject Pronouns

A. 1. ພວກຂະນ້ອຍ 2. ເຂົາເຈົ້າ/ພວກເພິ່ນ 3. ເຈົ້າ-you; ຂ້ອຍ-me 4. ພຣະອົງ-God; ຂະນ້ອຍ-me 5. ພວກທ່ານ 6. ພວກທ່ານ/ ພວກນາງ (Remember that ພວກທ່ານ can be used for men and women while ພວກນາງ can only be used for women.) 7. ນາງ 8. ທ່ານ-when referring to the man; ພວກເຮົາ/ພວກຂ້ອຍ-when referring to themselves 9. ມັນ 10. ຂະນ້ອຍ 11. ເຈົ້າ-you; ຂ້ອຍ-me 12. ທ່ານ/ນາງ-when referring to the clerk; ພວກເຮົາ 13. ລູກ

B. 1. ລູກ 2. ພວກເຈົ້າ 3. ເຂົາເຈົ້າ 4. ພວກຂະນ້ອຍ-We; ພຣະອົງ-Heavenly Father 5. ເພິ່ນ/ລາວ 6. ຂ້ອຍ 7. ລູກ-child ເຈົ້າ-husband 8. ພວກເຮົາ 9. ເຂົາເຈົ້າ 10. ຂ້ອຍ 11. ນາງ 12. ນາງ 13. ຂະນ້ອຍ 14. ທ່ານ 15. ທ່ານ

C. 1. ເຮົາເປັນຜູ້ສອນສາດສະໜາ,ແຕ່ພວກທ່ານເປັນສະມາຊິກ. 2. ຂ້ອຍມີເອື້ອຍສອງຄົນ,ແຕ່ເຈົ້າມີເອື້ອຍສາມຄົນ. 3. ຂ້ອຍຢູ່ສະໜາມເຜີຍແຜ່ໄດ້ໜ້ເດືອນແລ້ວ,ແຕ່ເຈົ້າຢູ່ສະໜາມເຜີຍແຜ່ໄດເຈັດເດືອນແລ້ວ. 4. ພວກເຂົາໄປການປະຊຸມຖານະປະໂລຫິດ,ແຕ່ພວກນາງໄປການປະຊຸມສະມາຄົມສະຕີສິ ງເທາະ. 5. ລາວຢາກຮັບບັບຕິດສະມາໃນເດືອນກຸມພາວັນທີ່ ,ແຕ່ນາງຢາກຮັບບັບຕິດສະມາໃນເດືອນກຸມພາວັນທີ່ . 6. ເພິ່ນເປັນຜູ້ປຸງນໃຈເຫລ້ ມໃສ່ໃໝ,ແຕ່ພວກເຂົາເປັນສະມາຊິກໄດສາມປີແລ້ວ.

D. **1.** ພຣະອົງຮັກເຮົາ. **2.** ພວກຂະນ້ອຍເປັນຜູ້ສອນສາດສະໜາ. (need to use the respectful form when speaking to/about older people) **3.**ລາວຮູ້ສຶກພຣະວິນຍານເມື່ອລາວອ່ານພຣະຄຳພີມໍມອນ. (when speaking of a child you can use the common form) **4.** ທ່ານຢູ່ນີ້ບໍ? (need to use the respectful form when speaking to/about older people) **5. (**ພວກ)ເຮົາຮ່ງນທ່ລາຍເມື່ (ພວກ) ເຮົາສຶກສາ. (ພວກ can be omitted and normally is omitted) **6.** ຂະນ້ອຍສະບາຍດີ. ທ່ານແດ?(need to use the respectful form when speaking to/about older people)

E. ເຮົາ- Christ is referring to himself. ເຂົາ-Christ is referring to those who (plural) who will believe in Him and the Father. ເຈົ້າ-Christ is speaking to the reader of the Book of Mormon using a very close pronoun showing he knows us on a personal level. ພຣະອົງ-Christ uses this pronoun when He is referring to Heavenly Father. This pronoun is only used when referring to Jesus Christ and Heavenly Father.

F. ພຣະອົງ is used when referring to Heavenly Father (Him) and ເຮົາ means “us”. These two pronouns are used several times because the doctrine of this principle focuses on Heavenly Father (Him) and us as His children.

To Be-ເປັນ, ແມ່ນ/ຄື, ຢູ່

A. **1.** ຢູ່ **2.** ແມ່ນ **3.** ແມ່ນ **4.** ແມ່ນ/ຄື **5.** ເປັນ **6.** ເປັນ **7.** ມັນມີ **8.** ເປັນ **9.** ແມ່ນ/ຄື **10.** ຢູ່ **11.** ແມ່ນ/ຄື **12.** ເປັນ **13.** ຢູ່ **14.** ແມ່ນ/ຄື **15.** ມັນມີ **16.** ເປັນ **17.** ເປັນ **18.** ແມ່ນ/ຄື

B. **1.** ພວກທ່ານສົນໃຈບໍ່? (The verb “to be” isn’t used in this sentence. ສົນໃຈ means “to be interested, and thus “to be” is already incorporated in the sentence.) **2.** ການປະຊຸມເຂດຢູ່ໃສ? **3.** ໂບດໄກ້ບ້ອນຫລິ້ນ. (This sentence sounds better if the “to be” verb isn’t used. However; if you did want to use a “to be” verb the best way to do it would be: “ໂບດຢູ່ໄກ້ກັບບ້ອນຫລິ້ນ.“) **4.** ສະໜ້ວັນຢູ່ໃສ? **5.** ມັນມີສາດສະດາອີກຢູ່ໂລກໃນ້ສະໄໝນີ້. **6.** ເຮົາເປັນຜູ້ສອນສາດສະໜາທີ່ສັດຊື່. **7.** ເຮົາຢູ່ນີ້ທີ່ຈະສອ່ນພຣະກິດຕິຄຸນ. **8.** ເອື້ອຍຂອງເພິ່ນເປັນສະມາຊິກ. **9.** ສັດທາຂອງຂ້ອຍຢູ່ນ້ຳພຣະຜູ້ຊ່ອຍໃຫ້ລອດຂອງເຮົາ. **10.** ພຣະຄຳພີຂໍ້ນີ້ສຳຄັນຫລາຍແ່ກ່ຂ້ອຍ. (The verb “to be” is not used in this sentence because it is in connection with an adjective and “to be” verbs are not used when describing a noun using an adjective.) **11.** ພຣະເຈົ້າເປັນພຣະຜູ້ສ່ງ້ຂອງເຮົາ. **12.** ຫ່ໂມງ້ດນີ້. (A “to be” verb would not be used in a sentence such as this.)

C. **1.** ພຣະເຈົ້າດີພ້ອ້ມ. **2.** ເມັດພືດນີ້ນ້ອ້ຍຫລາຍແ່ມ່ນສ່ມ່ດເຕ້ບໂຕ້ສັດທ່າ. **3.** ມ່ນມ່ຈຸດປ່ະສ່ງ້ໃນຊ່ວ່ດນ້ີ. **4.** ເຮົາຢູ່ໃສ? **5.** ເຮົາເປັນລູກ້ຂອງພຣະເຈົ້າ. **6.** ເຮົາດ່ໃຈ. **7.** ອ້ນນ້ີແ່ມ່ນພຣະຄຳພ່ມໍມ່ອນ. **8.** ຂ້ອຍຊ່ Elder Jones. **9.** ເຮົາຢູ່ໂລ່ນ້ີ່ເພ່ືອຮ່ຽນ.

D. **1.** Correct **2.** ເຮົາຢູ່Oakland, California. **3.** ເ້ສ້ອຜ້ກ້ບ້ຕ້ດສ່ມ່ສ່ຂ່ວ. **4.** Correct **5.** Correct **6.** ລ່ວເປ້ນຜ້ສ່ອນສ່ດສ່ໜ່. **7.** ຂ້ອ້ຍເ້ສ້ຍໃ. **8.** Correct

E. ສ່ບ່ວ່ດ! ຂ້ອ້ຍ່ດ່ໃ້ຈ່ທ່ີ່ຈ່ພ່ບ່ກ້ບ່ເ້ຈ່. ຂ້ອ້ຍ່ຊ່ີ່ElderAndersonແ້ລ່ຂ້ອ້ຍ່ເ້ປ້ນຜ້ສ່ອນສ່ດສ່ໜ່ທ່ີ່ໄ້ດ້ຮ້ບ່ກ່ຳ່ນ່ມ່ອ້ບ່ໜ່ມ່ຍ່ຈ່ກ່ ພ້ຣ່ະ່ເ້ຢ້ຊ້ຄ່ິ. ຂ້ອ້ຍ່ມ່ຈ່ກ່Kansas. ຄ້ສ່ອ່ນສ່ດສ່ໜ່ຂ່ອ້ງ້ຂ້ອ້ຍ່ມ່ຈ່ກ່Colorado. ເ້ຮ່ົາຢ້ນ້ີ່ເ້ພ່ືອ້ຊ້ອ້ຍ່ທ້ກ່ຄ່ົ່ນ້ຮ່ຽ່ນ້ຮ້ກ້ງ່ວ່ກ້ບ່ ພ້ຣ່ະ່ເ້ຈ່. ພ້ຣ່ະ່ເ້ຈ່ເ້ປ້ນພ້ຣ່ະ່ບ່ິ່ດ່ເ່ທ່ິ່ງ້ສ່ະ່ຫ້ວ່ນ້ຂ່ອ້ງ້ເ້ຮ່ົາ. ເ້ຮ່ົາເ້ປ້ນ້ລ້ກ້ໆ້ຂ່ອ້ງ້ພ້ຣ່ະ່ອ່ົ່ງ. ພ້ຣ່ະ່ອ່ົ່ງ່ຢ່ກ່ໃ້ຫ້ເ້ຮ່ົາ່ມ່ີ່ຄ່ວ່ນ້ສຸ້່ກ.

F. Normally, the verb “to be” isn’t used in conjuction with an adjective, but in this case, a classifier is also used and ເປັນ is used to identify the “people”. Just remember that a “to be” verb isn’t used in conjuction with an adjective unless there is a classifier in the sentence. This may seem a little confusing. For a better understanding and more examples of this see the lesson entitled “Classifiers”.

G. “ແລະເຮົາຮູ້ວ່າຜູ້ຄົນທີ່ຢູ່[1]ໃນແຜ່ນດິນເຈຣຊາເລັມເປັນ[2]ຄົນຊອບທັມເພາະເຂົາຮັກສາຕິວບັດແລະຄຳພິພາກສາຂອງພຣະເຈົ້າແລະບັນຍັດຂອງພຣະອົງທັງໝົດຕາມກົດຂອງໂມເສສດັ່ງນັ້ນເຮົາຮູ້ວ່າເຂົາເປັນ[3]ຄົນຊອບທັມແລະບິດາຂອງເຮົາພິພາກສາເຂົາແລະນຳເຮົາອອກມາເພາະເຮົາຟັງຄຳທ່ານແທ້ຈິງແລວແລະນອງຊາຍຂອງເຮົາກໍເໝືອນກັບທ່ານແລະອາຍໆຂອງຂ້າພະເຈົ້າໄດ້ຈົ່ມວ່າແລະຕໍ່ວ່າຕໍ່ຂ້ານເຮົາໂດຍໃຊ້ພາສາຢ່າງນີ້.” 1 ນີໄຟ 17:22

1-ຢູ່ is used because is shows location. You can replace it with “at” and it makes sense.
2- ເປັນ is used because it is used to identify a person/people. “They are people righteous.”
3-ເປັນ is used because it is used to identify a person/people. “They are people righteous.”

Questions

A. **1.** ພວກຜູ້ສອນສາດສະໜາມີພຣະວິນຍານບໍລິສຸດບໍ່? **2.** ພຣະເຈົ້າຊົງຮັກລູກໆຂອງພຣະອົງບໍ່? **3.** ຄູ່ສອນສາດສະໜາຂອງຂ້ອຍສຶກສາຫລາຍບໍ່? **4.** ບະລາເດີແສງເປັນສະມາຊິກບໍ? **5.** ພວກສະມາຊິກອ່ານພຣະຄຳພີບໍ? **6.** ເຂົາຮູ້ຈັກທ່ຽງໄປໂບດບໍ? **7.** ເຂົາເວົ້າພາສາລາວບໍ? **8.** ລາວຊິສອນກ່ຽວກັບການອະທິຖານບໍ?

B. **1.** ພວກເຮົາມີຜູ້ສິນໃຈຈັກຄົນ? **2.** ບະລາເດີແສງກຳລັງອ່ານຫຍັງ? **3.** ພວກຊິດສະເຕີຮັບໃຊ້ຢູ່ໃສ? **4.** ພຣະຄຳພີມໍມອນສອນຫຍັງ? **5.** ພວກເຮົາສາມາດຮູ້ສຶກດີໄດ້ຈັ່ງໃດ? **6.** ພວກເຮົາແບ່ງປັນປະຈັກພະຍານຢູ່ໃສ? **7.** ໃຜຮູ້ຄວາມຈິງ? **8.** ພໍ່ແມ່ຂອງຂອຍເປັນຜູ້ສອນສາດສະໜາເມື່ອໃດ? **9.** ຜູ້ສິນໃຈໃໝ່ອາໃສຢູ່ໃສ? **10.** ຂອຍມັກອ່ານພຣະຄຳພີມໍມອນຫລາຍປານໃດ?

C. **1.** ເຈົ້າຮູ້ບໍ່ວ່າເປັນຫຍັງເຮົາຈຶ່ງຄວນອ່ານພຣະຄຳພີມໍມອນ? **2.** ເຈົ້າຮູ້ບໍ່ວ່າໃຜຊິມາກ່ານປະຊຸມບັບຕິດສະມາຂອງເຈົ້າ? **3.** ເຈົ້າຄິດວ່າເຮົາຊິໄປໃສຫລັງຈາກເຮົາຕາຍ? **4.** ເຈົ້າຮູ້ບ່ອນຂອງອະທິຖານຢູ່ໃສ? **5.** ເຈົ້າເຂົ້າໃຈບໍ່ວ່າເປັນຫຍັງເຮົາຈຶ່ງປະສົບຄວາມທຸກຫໍລະມານໃນຊີວິດນີ້? **6.** ເຈົ້າຄິດແນວໃດແດ່ພຣະເຢຊູຄິດເປັນອົງແບບໃດ? **7.** ເຈົ້າຄິດຫຍັງແດ່ວ່າພຣະເຈົ້າຢ່າກໃຫເຈົ້າເຮັດຫຍັງໃນຕອນນີ້? **8.** ເຈົ້າຮູ້ບ່ວ່າເປັນຫຍັງເຮົາຈຶ່ງມີສາດສະດາ?

D. **1.** ແນວໃດ or ຈັ່ງໃດ **2.** ຫຍັງ **3.** ເປັນຫຍັງ **4.** ແນວໃດ or ຈັ່ງໃດ **5.** ເມື່ອໃດ **6.** ໃດ **7.** ແນວໃດ or ຫຍັງ;ໃສ **8.** ໃຜ **9.** ແນວໃດ or ຫຍັງ;ເປັນຫຍັງ **10.** ຈັກ **11.** ບໍ່ **12.** ຫຍັງ

E. **1.** ເຈົ້າຊື່ຫຍັງ? **2.** ຜູ້ສິນໃຈຮຽນແນວໃດ? **3.** ເປັນຫຍັງການອະທິຖານຈຶ່ງສຳຄັນ? **4.** ອ້າຍຄຳກ່ຳລັງອ່ານພຣະຄຳພີແມ່ນບໍ່? **5.**ພວກເຮົາເວົ້ານຳພຣະເຈົ້າຈັ່ງຊີ້ບໍ່? **6.** ພຣະເຈົ້າສາມາດຊອຍຄອບຄົວຂອງເຮົາໄດ້ຈັ່ງໃດ? **7.** ແມຊິມາໂບດອາທິດນີ້ແມນບໍ່? **8.** ເຈົ້າມາແຕ່ໃສ? **9.** ເຈົ້າຊິເຮັດຫຍັງ? **10.** ພໍ່ຮູ້ບ່ວ່າເປັນຫຍັງເຮົາຈຶ່ງໄປໂບດ? **11.** ໂຢເຊັບສະມິດເຮັດຫຍັງ? **12.** ພຣະຄຳພີຢູ່ໃສ? **13.** ແມຮູສຶກບ່ວ່າໂຢເຊັບສະມິດເປັນສາດສະດາ? **14.** ເຈົ້າອ່ານພຣະຄຳພີບໍ?

F. **1.** Correct **2.** Correct **3.** ເຈົ້າເວົ້າພາສາໃດ? **4.** Correct **5.** Correct **6.** ອ້າຍຂອງເຈົ້າເປັນຄົນແບບໃດ? **7.** Correct **8.** ທ່ານແມນໃຜ? **9.** ເຈົ້າເຂົ້າໃຈພາສາລາວດັ່ກປານໃດ? **10.** Correct **11.** Correct **12.** Correct

ວ່າ

A. **1.** ວ່າ would not be used in this sentence **2.** ຂອ້ຍຮູ້ສຶກວ່າການຈ່າຍສວ່ນສິບຂອງລາຍໄດ້ຂອງເຮົາສຳຄັນຫລາຍໆ. **3.** ວ່າ would not be used in this sentence **4.** ອີນັສຮູວ່າພຣະເຈົ້າໃຫອະໄພບາບຂອງລາວ. **5.** ຂອຍຮູວ່າພຣະເຈົ້າຊົງພຣະຊົນຢູ. **6.** ທຸກຄົນສຳຄັນໃນສາຍຕາຂອງພຣະເຈົ້າໝາຍຄວາມວ່າພຣະອົງຊົງຮູ້ຈັກເຮົາ. **7.** ພຣະເຈົ້າຊົງຮູວ່າເຈົ້າເຮັດໄດ. **8.** ວ່າ would not be used in this sentence **9.** ຂອຍເຊື່ອວ່າພຣະອົງຊົງຮູ້ຈັກເຮົາ.

B. **1.** ຂອ້ຍຮູ້ສຶກໃນໃຈວ່າເຈົ້າຮູ້ວ່າພຣະເຈົ້າຊົງຄົງຢູ່. **2.** ພຣະຄຳພີຂໍ້ນີ້ບອກເຮົາວ່າສັດທາແມ່ນຄວາມເຊື່ອ,ການກະທຳ,ແລະຕົ້ນອຳນາດ. **3.** ຂ້ອ້ຍຮູ້ວ່າການຮັກສາພຣະວາຈາແຫ່ງປັນຍາຊິໃຫເຈົ້າຮູສຶກພຣະວິນຍານ. **4.** ຂອຍໄດອ່ານວ່າການອະທິຖານຈະຊອຍເຮົາມາໄກ້ຊິດພຣະເຈົ້າ. **5.** ຂອຍເຊື່ອວ່າການເອົາຊະນະໂລກນີ້ຈະໃຫ້ເຮົາມີຄວາມສຸກຫລາຍຂຶ້ນ. **6.** ການອະທິຖານໂດຍສັດທາພາຍເຖິງເຮົາເຊື່ອວ່າພຣະເຈົ້າຊົງຈະໄດ້ຍິນແລະຕອບຄຳອະທິຖານຂອງເຮົາ. **7.** ການກັບໃຈສອນວ່າເຮົາບ່ໄດ້ດີພອມແຕ່ໂດຍຜ່ານພຣະເຢຊູຄິດເຮົາປ່ງນໃຈໄດ. **8.** ເຮົາຄິດວ່າບາງສິ່ງບ່ງຢ່າງໃນຊີວິດນີ້ສຳຄັນແຕ່ເຮົາຮູວ່າກຸນຄອບຄົວແມນສິ່ງທີ່ສຳຄັນຫລາຍທີ່ສຸດ. **9.** ຂອຍຮູວ່າເລື່ອງທີ່ເຮົາສອນຈະຊອຍເຈົ້າກາຍເປັນຄົນທີ່ພຣະເຈົ້າຕອງການໃຫເຈົ້າເປັນ.

C. **1.** ຂອ້ຍຮູ້ວ່າພຣະຄຳພີມໍມອນແ້ທ້ຈິງ. **2.** ຄຸວາມຮູ້ສຶກນັ້ນແ່ນພຣະວິນຍານ. **3.** ຂ້ອ້ຍຮູ້ສຶກວ່າການໄປໂບດຊິຊ່ອຍເຈົ້າ. **4.** ຂອຍຮູວ່າພຣະເຈົ້າຊົງຮັກເຮົາ. **5.** ເຮົາຮູ້ສຶກວ່າເຮົາຕອ້ງການອະທິຖານ. **6.** ຂອ້ຍອານວ່າເຮົາຄວນໄປໂບດ.

D. **1.** ຂອ້ຍຮູ້ວ່າພຣະເຈົ້າຊິຕອບຄຳອະທິຖານຂອງເຮົາ. **2.** Correct **3.** ຂອ້ຍເຊື່ອວ່າເຈົ້າຊິຮູ້ສຶກພຣະວິນຍານບໍລິສຸດ. **4.** Correct **5.** ຂອ້ຍຮູວ່າພຣະຄຳພີມໍມອນເປັນຄວາມຈິງ. **6.** Correct **7.** Correct **8.** ເຮົາຢູ່ໂລກນີ້ເພື່ອຮຽນແລະຮັບປະສົບການ.

E. **1.** ພຣະເຈົ້າ + ຮູ້ + ວ່າ + ຄຸວາມສົງໃສ,ຄຸວາມບ່ເຊື່ອຖື,ແລະການໃຫ້ຂ່າວສານທີ່ບ່ຖືກຕອ້ງຈະຫລ້ງເຫລືອຢູ່ຫລັງຈາກຫລາຍຮ້ອຍປີໃນຄວາມມືດມົວ
2. ພຣະຄຳພີມໍມອນ + ເຮັດໃຫແ່ນໃຈ + ວາ + ໂຢເຊັບສະມິດເປັນສາດສະດາທີ່ແທ້ຈິງຂອງພຣະເຈົ້າ
3. ທູດສະຫວັນ + ຊື່ + ວາ + ໂມໂລໄນ
4. ພຣະຄຳພີມໍມອນ + ພິສູດ + ວ່າ + “ພຣະເຈົ້າໄດ້ດົນໃຈຄົນແລະເອີ້ນພວກເຂົາມາສູ່ວ່ງກ່ານອັນສັກສິດຂອງພຣະອົງໃນຍຸກແລະຊ່ວອາຍຸນີ້ເຊ່ັ ດຸງວກັນໃນຊ່ວອາຍຸແຕ່ເ່ົາກ່ອນ.”
5. ເພື່ອ(ບຸກຄົນ) + ຮູ + ວາ + ພຣະຄຳພີມໍມອນເປັນຈິງ
6. ຜູ້ທີ່ສະແຫວງຫາຄວາມຈິງດວ້ຍຄວາມຈິງໃຈໃນທີ່ສຸດ + ຮູ້ + ວ່າ + ພຣະຄຳພີມໍມອນເປັນພຣະຄຳຂອງພຣະເຈົ້າ.
7. ເພື່ອ(ບາດກ່າວເດີນທີ່ສຳຄັນ) + ຮູ + ວາ + ໂຢເຊັບສະມິດເປັນສາດສະດາຂອງພຣະເຈົ້າແລະ + ວ່າ + ສາດສະໜາຈັກທີ່ແທ້ຈິງໄດ້ຖືກຟື້ນຟູຂຶ້ນຢູ່ໃນໂລກ.

Royal Language

A. **1.** ພຣະເຈົ້າຊົງໄດ້ສິ່ງເຮົາມາໂລກນີ້ເພື່ອຮຽນແລະຮັບຮ່ຽງກາຍ. **2.** ພຣະເຈົ້າຊົງຢາກໃຫ້ພອນແກ່ຄອບຄົວຂອງເຈົ້າ. **3.** ພຣະເຢຊູຄິດຊົງໄດ້ປິ່ນປົວຄົນຕາບອດໃຫ້ເຫັນຮຽ. **4.** ເຈົ້າເຊື່ອບໍ່ວ່າພຣະເຈົ້າຊົງຮັກເຈົ້າ? **5.** ເປັນຫຍັງເຈົ້າຈຶ່ງເຊື່ອວ່າພຣະເຢຊູຄິດເປັນພຣະບຸດຂອງພຣະເຈົ້າ? **6.** ພຣະເຈົ້າຊົງໃຫ້ພຣະບັນຍັດແກ່ເຮົາທີ່ຈະປົກປ້ອງເຮົາ. **7.** ພຣະວິນຍານບໍຣິສຸດຊົງໄດ້ສະເດັດລົງມາໃນຮູບຮ່າງນົກຂາວ. **8.** ພຣະເຈົ້າຊົງໄດ້ບັນຊາໃຫ້ເຮົາຮັກສາພຣະວາຈາແຫ່ງປັນຍາ.

B. **1.** ຂ້ອຍອະທິຖານທຸກມື້. **2.** ພຣະເຈົ້າຊົງເລືອກສາດສະດາ. **3.** ພຣະເຢຊູຄິດຊົງຈັດຕັ້ງສາດສະໜາຈັກຂຶ້ນບົນໂລກນີ້. **4.** ພຣະເຈົ້າຊົງຮັກເຮົາ. **5.** ພຣະເຢຊູຄິດຊົງເປັນພຣະບຸດຂອງພຣະເຈົ້າ. **6.** ພຣະເຈົ້າເປັນພຣະບິດາທ່ຽງວິນຍານຂອງເຮົາ.

C. **1.** ພຣະເຢຊູຄິດຊົງປິ່ນປົວຄົນເຈັບປ່ວດ. **2.** Correct. **3.** ລີໄຮໄດ້ເຫັນພຣະເຈົ້າໃນພາບທີ່ມາໃຫ້ເຫັນ. **4.** Correct **5.** Correct. **6.** ພໍ່ແມ່ໃຫ້ກົດໝາຍແກ່ລູກເພື່ອຊ່ວຍເຂົາ.

Alternate uses of Question Words

A. **1.** ຜູ້ໃດ/ມີໃຜ **2.** ຈັກ **3.** ບໍ່ມີໃຜ/ບໍ່ມີຜູ້ໃດ **4.** ບໍ່ມີໃຜ/ບໍ່ມີຜູ້ໃດ **5.** ໃຜໆ **6.** ຜູ້ໃດ/ໃຜ **7.** ບໍ່ມີຫຍັງ **8.** ໃດ **9.** ບໍ່ມີຫຍັງ

B. **1.** ຊາຕານບໍ່ຊ່ວຍໃຜ. **2.** ບໍ່ມີໃຜຈະດີພ້ອມໃນຊີວິດນີ້. **3.** ພຣະເຈົ້າຈະໃຫ້ເຮົາສິ່ງທີ່ເຮົາຕ້ອງການ. **4.** ມື້ນີ້ບໍ່ມີໃຜຢາກຟັງພວກເຮົາແຕ່ຂ້ອຍມີສັດທາວ່າມື້ອື່ນເຮົາຊີ້ພົບຄົນທີ່ກຳລັງຊອກຫາຄວາມຈິງດວ່ຍໃຈຈິງ. **5.** ບໍ່ມີຫຍັງຈະເຮັດໃຫ້ພຣະເຈົ້າເຊົາຮັກເຮົາ. **6.** ໂຢເຊັບສະມິດບໍ່ໄດ້ອະທິຖານສ່ຽງອອກຈັກເທື່ອ.

C. **1.** ພຣະເຈົ້າບໍ່ລືມໃຜຈັກຄົນ. **2.** Correct **3.** Correct **4.** ຫລັງຈາກພຣະເຢຊູຄິດຖືກຄົນຊົ່ວຂ້າບໍ່ມີໃຜມີອຳນາດເພື່ອນຳພາສາດສະໜາຈັກຂອງພຣະອົງ. **5.** Correct **6.** ໃຜໆກໍຢາກຢູ່ກັບຄອບຄົວຂອງເຂົາເຈົ້າຫລັງຈາກຊີວິດນີ້. **7.** ບໍ່ມີໃຜຮັບການເປີດເຜີຍໃຫ້ໂລກນີ້ເວັ້ນແຕ່ສາດສະດາພຣະເຈົ້າ. **8.** ບໍ່ມີຫຍັງເຮັດໃຫ້ໂຢເຊັບສະມິດຖອຍຄຳພາບທີ່ມາໃຫ້ເຫັນໄດ.

Review: State of Being

A. ພຣະເຈົ້າຊົງເປັນພຣະບິດາເທິງສະຫວັນ. ພຸຣະອົງຊົງຮັກເຮົາຫລາຍ. ພຣະບິດາຢູ່ໃນສະຫວັນ. ຂ້ອຍຮູ້ວ່າພວກເຮົາສາມາດອາໄສຢູ່ກັບພຣະອົງອີກຫລັງຈາກຊີວິດນີ້. ພຣະເຈົ້າແມ່ນໃຜ? ເຮົາຈຶ່ງເຂົ້າໃຈພຣະອົງໄດ້ແນວໃດ? ພຣະເຢຊູຄິດຊົງເປັນພຣະບຸດຂອງພຣະເຈົ້າ. ຖ້າເຮົາອົດທົນຈົນເຖິງທີ່ສຸດເຮົາຊິມີໂອກາດເຫັນພຣະອົງອີກ.

B. **1.** ຂ້ອຍຮູ້ວ່າພຣະເຈົ້າຊົງເປັນພຣະຜູ້ສ້າງຂອງເຮົາແລະພຣະອົງຊົງເປັນພຣະບິດາຂອງວິນຍານຂອງເຮົາ. Study “ວ່ າ: Verbal Colon” **2.** ພວກເຮົາເປັນຜູ້ສອນສາດສະໜາ. Study “Subject Pronouns” **3.** ສັດທາແມ່ນຫຍັງ? Study “To Be ເປັນ,ຢູ່,ແມ່ນ/ຄື” **4.** ປະທານເວົ້າວ່າເພິ່ນຢາກເຮົາສອນສິບສອງຄົນທຸກວ່ າທີ. Study “ວ່ າ: Verbal Colon” **5.** ອັນນີ້ແມ່ນພຣະຄຳພີມໍມອນ,ຄຳສອນຂອງພຣະເຈົ້າ. Study “To Be ເປັນ,ຢູ່,ແມ່ນ/ຄື” **6.** ເຈົ້າຄິດຫຍັງແດ່ກ່ ຽວກັບຄວາມຫວັ ງ? Study “Questions” **7.** ເຈົ້າຮູ້ສຶກວ່ າເຊົ່ າສູບຢ່ ານາຫລ ານ ັ ້ ນບໍ? Study “ວ ່ າ: Verbal Colon” **8.** ພວກອັກ ຄ ສ າ ວ ິ ກ ສ ຳ ຄ ັ ນ ເ ພ ່ າ ວ ່ າ ພ ວ ກ ທ ່ ານ ເ ປ ັ ນ ຕ ົ ວ ແ ທ ນ ຂ ອ ງ ພ ຣ ະ ເ ຈ ົ ້ າ . Study “Subject Pronouns” **9.** ບໍ່ມີໃຜເຊື່ອວ່ າໂຢເຊັບສະມິດເຫັນພຣະເຈົ້ າ. Study “Alternate Uses of Question Words” **10.** ຂ ອ ້ ຍ ຄ ິ ດ ວ ່ າ ພ ຣ ະ ຄ ຳ ພ ີ ຊ ່ ວ ຍ ເ ຈ ົ ້ າ ກ ່ ານ ເ ປ ັ ນ ເ ໝ ືອ ນ ດ ັ ່ ງ ພ ຣ ະ ເ ຈ ົ ້ າ . Study “To Be ເປັ ນ,ຢ ູ ່ ,ແ ມ ่ ນ/ ຄ ื ” **11.** ເຮົ າ ຕ ່ ອ ງ ມ ີ ສ ັ ດ ທ ່ ານ ຫ ລ ານ ປ ່ ານ ໃ ດ ? Study “Questions” **12.** ພຣະເຢຊູຄິດຊົງເປັນພຣະຜູ້ຊ່ ວຍໃຫ ້ ລ ອ ດ . Study “Royal Language (ຣ າ ຊ າ ສ ັ ບ)”

C. **1.** ເປັນຫຍັ ງ **2.** ເພິ່ ນ **3.** ວ ່ າ **4.** ບ ໍ ່ ມ ີ ຫ ຍ ັ ງ **5.** ພ ຣ ະ ອ ົ ງ **6.** ວ ່ າ **7.** ເ ປ ັ ນ **8.** ເ ມ ື ່ ອ ໃ ດ **9.** ແ ນ ວ ໃ ດ / ຈ ່ ຶ ງ ໃ ດ **10.** ພ ວ ກ ພ ຣ ะ ອ ົ ງ **11.** ຊ ົ ງ ໄ ປ **12.** ແ ມ ่ ນ

D. **2.** “ພ ວ ກ ທ ่ ານ ***(subject pronoun)*** ຮ ู ้ จ ั ก ท า ง ท ี ่ ม ั น ำ ไ ป ส ู ่ บ ่ อ น ่ อ ม เ ร ົ า ***(subject pronoun)*** จ ะ ไ ป ม ั น . ” โ ห ม ั ด เ ว ົ ้ า ต ่ พ ร ะ อ ง ົ ***(subject pronoun)*** ***(verbal colon)*** ‘ ม า ย เ จ ົ ้ า ข า พ ว ก ผ ู ้ ข ่ า บ ่ ร ู ้ ว ่ า ***(verbal colon)*** ท า ง จ ะ ไ ป ใ ส ่ ; พ ว ก ผ ู ้ ข ่ า จ ะ ร ู ้ จ ั ก ท า ง น ั ้ น ไ ด ้ ย ่ า ง ใ ด ? ’ ***(question)*** ***(subject pronoun)*** ***(verbal colon)*** ***(subject pronoun)*** ***(Indefinite pronoun)*** ***(subject pronoun)*** .’”

Possessives

A. **1.** ໜ ้ າ ທ ี ่ ร ั บ ผ ิ ด ช อ บ ท ี ่ จ ะ ส อ น ค อ บ ค ิ ว อ ย ่ ู บ ่ น ั ้ น แ ม ่ น ข อ ง ใ ผ ? **2.** ส ั ด ท า ข อ ง ข อ ้ ย ใ น พ ร ะ เ ย ซ ู เ ข ้ ็ ม แ ข ง . **3.** ข อ ้ ย ส อ น พ ร ะ ก ิ ด ต ิ ค ุ ณ ข อ ง พ ร ะ เ ย ซ ู ค ิ ด . **4.** อ ั น น ี ้ แ ม ่ น พ ร ะ ค ำ พ ิ ม ์ ม อ น ข อ ง ข อ ย . **5.** ส า ด ส ะ ห ว า จ ั ก ข อ ง พ ร ะ เ ย ซ ู ค ิ ด แ ห ่ ง ไ ฟ ้ พ ื ้ น ย ุ ก ส ุ ด ท า ย **6.** พ ร ะ เ ย ซ ู ค ิ ด ช ่ ว ย ใ ห ้ ล อ ด ข อ ง ท ุ ก ค น เ ถ ิ ง แ ม ่ น อ า ว ุ ธ ท ่ า ง ค น บ ่ เ ช ื ่ อ .

B. **1.** ส า ด ส ะ ห ว า จ ั ก ข อ ง พ ร ะ เ ย ซ ู ค ิ ด แ ห ่ ง ไ ฟ ้ พ ื ้ น ย ุ ก ส ุ ด ท า ย . **2.** แ ผ น แ ห ่ ง ค ว า ม ล อ ด . **3.** เ จ ้ า ช ี ้ ส อ น ห ล ั ก ท ำ ท ี ่ ห ่ ึ ง **4.** เ จ ้ า ร ู ้ จ ั ก ส า ด ส ะ ห ว า จ ั ก ข อ ง เ ร ็ า บ ่ ? **5.** บ ิ ด า ข อ ง แ อ ล ม ๆ ไ ด ส อ น ใ ห ้ เ พ ิ ่ ม ถ ุ ม บ า บ ข อ ง เ พ ิ ่ ม ไ ว ้ . **6.** ข อ ย ม ะ ต ั น ย ู ส ำ ล ั บ พ อ น ข อ ง ข อ ย .

C. **1.** ເຮົາເປັນລູກຂອງພຣະເຈົ້າ. **2.** ນີ້ແມ່ນປຶ້ມຂອງເຈົ້າບໍ່? **3.** ຄອບຄົວຂອງຂ້ອຍສຳຄັນໃນສາຍຕາຂອງພຣະອົງ. **4.** ຂ້ອຍຂອບພຣະໄທພຣະອົງສຳລັບພອນທັງຫລາຍຂອງຂ້ອຍ. **5.** ສາດສະໜາຈັກຂອງພຣະເຢຊູຄິດແທ່ງໄພ່ພົນຍຸກສຸດທ້າຍ. **6.** Correct **7.** Correct **8.** Correct

Review: Possessives

A. **1.** ໝູ່ຄູ່ຂອງຂ້ອຍຊິສອນກ່ຽວກັບແຜນແຫ່ງຄວາມລອດ. **2.** ພຣະຄຳພີມໍມອນເຫລັ້ມນີ້ແມ່ນປຶ້ມຂອງຂ້ອຍ. **3.** ບ້ານຂອງພຣະເຈົ້າແມ່ນສະຫວ່ນ. **4.** ເຈົ້າຮັກສາພຣະວາຈາແຫ່ງປັນຍາໄດ້ບໍ? **5.** ລາງເທື່ອພຣະເຈົ້າຊົງໃຫ້ເຮົາປະສົບຄວາມຜິດຫວັງເພື່ອຊ່ອຍເຮົາຊື່ນຊົມໃນຄວາມສຳເຣັດຂອງເຮົາ. **6.** ກອນເຮົາສອນເຮົາຕ້ອງຮັບພຣະວິນຍານຂອງພຣະເຈົ້າ.

B. **1.** ພຣະວິຫານແມ່ນເຮືອນຂອງພຣະເຈົ້າ. **2.** ເຮົາເປັນລູກໆຂອງພຣະເຈົ້າແລະກໍມີຄຸນສົມບັດຂອງພຣະອົງ. **3.** ພຣະຄຳພີບອກເຮົາວ່າໂດຍການຮັກສາຄວາມຄິດໃຫ້ສະອາດ"ຄວາມໝັ້ນໃຈຂອງທ່ານຈະເຂັ້ມແຂງຂຶ້ນໃນການປະທັບຢູ່ຂອງພຣະຜູ້ເປັນເຈົ້າ," **4.** ພຣະຄຳພີແມ່ນພຣະວາຈາຂອງພຣະຄິດ. **5.** ຈົ່ງອະທິຖານເພື່ອໄດ້ວິນຍານແຫ່ງຄວາມເລິ້ງເຫັນຄວາມແຕກຕ່າງຂອງວິນຍານທີ່ຈະຊ່ອຍເຈົ້າຮູ້ສອນຫຍັງ. **6.** ຄວາມໃຈບຸນຖືກພັດທະນາຂຶ້ນໂດຍການກະທຳຂອງເຮົາ.

Family Relations

A. **1.** ພໍ່ເຖົ້າ **2.** ນ້ອງສາວ **3.** ເອື້ອຍ **4.** ອ້າຍ **5.** ພໍ່/ລຸງ **6.** ແມ່ເຖົ້າ **7.** ເຈ້ົາ **8.** ນ້ອງຊາຍ **9.** ພໍ່/ລຸງ **10.** ພໍ່ເຖົ້າ

B. **1.** ພໍ່ຂອງຂ້ອຍອາຍຸຫົກສິບປີ. **2.** ອ້າຍຂອງລູກ2ເຮັດວຽກຕອນຄືນ. **3.** ແມ່ຂອງເຈົ້າເຮັດວຽກຢູ່ໃສ? **4.** ລຸງຂອງເຈົ້າເຊື່ອຖືສາດສະໜາມໍມອນບໍ? **5.** ນ້ອງຊາຍຂອງຂ້ອຍໄປຮຽນຢູ່ມະຫາວິທະຍາໄລ. **6.** ເຮົາໄປກິນເຂົ້ານຳພໍ່ເຖົ້າແມ່ເຖົ້າແຕ່ລະວັນອາທິດ. **7.** ຂ້ອຍມີຄວາມກະຕັນຍູສຳລັບຕົວຢ່າງທີ່ດີຂອງນ້ອງຊາຍຂອງຂ້ອຍ. **8.** ພໍ່ແມ່ຂອງຂ້ອຍເຊື່ອຖືສາດສະໜາພຸດ.

C. **1.** ແມ່ເຖົ້າສະບາຍດີບໍ່? **2.** ນ້ອງສາວເຮັດຫຍັງ? **3.** ພໍ່ຮູ້ສຶກແນວໃດເມື່ອພໍ່ອະທິຖານ? **4.** ອ້າຍຮັກສາກົດເງິນສວ່ນສິບໄດ້ບໍ? **5.** ພໍ່ເຖົ້າເຊື່ອຫຍັງກ່ຽວກັບພຣະເຈົ້າ? **6.** ພໍ່ເຖົ້າຂອງຣີລາມັນຊື່ແອລມາ.

D. **1.** Correct **2.** ນ້ອງຊາຍຄິດຫຍັງແດ່? **3.** ຂ້ອຍມີອ້າຍສາມຄົນ. **4.** ລຸງເຊົາສູບຢາໄດ້ບໍ? **5.** ເຫດການໃດພໍ່/ລຸງຈຶ່ງບໍ່ໄປໂບດ? **6.** Correct **7.** ແມ່ຮູ້ສຶກຈັ່ງໃດຢູ່ໂບດ? **8.** ນີໄຟມີອ້າຍສາມຄົນ. **9.** Correct **10.** ແມ່ເຖົ້າ ມີຫຍັງຊ່ອຍບໍ?

Demonstratives

A. **1.** ປຶ້ມ**[ນີ້]**ສອນວ່າສິ່ງ**[**ເຫລ່ົານີ້**]**ເປັນຄວາມຈິງ. **2.** ໃນພາບທີ່ມາໃຫ້ເຫັນ**[**ນັ້ນ**]**ໂຢເຊັບສະມິດໄດ້ເຫັນພຣະເຈົ້າແລະພຣະເຢຊູຄິດ. **3.** ເມື່ອກິນເຂົ້າໜມ1ວກັບສະມາຊິກ2ຕ້ອງປັ້ນມັນ**[**ຈັ່ງຊີ້**]**. **4.** ໃນບົດຮຽນ**[**ນີ້**]**ມັນມີຫລາຍຢ1າງທີ່ຈະຮຽນ. **5.** ເຮົາຄວນສອນຫລັກ2ທ1ານຟື້ນຟູ**[**ແນວນັ້ນ**]**ບໍ? **6.** ເຮົາຄວນຊ່ອຍສະມາຊິກ**[**ເຫລ່ົານັ້ນ**]**. **7.** ຄ1ຳສອນ**[**ເຫລ່ົານັ້ນ**]**ແມນສ1ຳຄັນຫລາຍ. **8.** ຜູ1ສອນສາດສະໜ1າ**[**ເຫລ1ົານັ້ນ**]** ໄດ1ເຊື1ອຟັງ.

B. **1.** ເຫລ1ົານ1ີ **2.** ນ1ີ **3.** ເຫລ1ົານັ້ນ **4.** ຄົນນັ້ນ **5.** ຈ1ັ່ງຊ1ີ **6.** ເຫລ1ົານັ້ນ **7.** ແນວນັ້ນ

C. **1.** ເຮົາຂອບພຣະໄທພຣະອົງ2ສ1ຳລັບ2ວັນນ1ີ **2.** ຂ1ໍ2ຄວາມເຫລ1ົານ1ີເວ1ົາ2ກ1ຽ2ວ2ກັ2ບ2ສ2ັ2ດ2ທ1າ. **3.** ຄົນເຫລ1ົານັ້ນເປັນຄົນທີ່ເຊື1ອຟັງ. **4.** ສະມ1າ2ຊ1ິ2ກ2ເ2ຫ2ລ1ົ2ານ1ີ2ຊ1ື2ສ2ັ2ດ. **5.** ອັ2ນ2ນ2ັ2ນ2ແ2ມ2ນ2ຂ1ໍ2ຄ2ວ2າ2ມ2ທ1ີ2ຂ2ອ2ຍ2ມ2ັ2ກ2ທ2ລ2າ2ຍ2ທ1ີ2ສ2ຸ2ດ. **6.** ບ1ົດ2ຮ2ຽ2ນ2ນ2ັ2ນ2ໜ2າ2ອ2ັ2ດ2ສ2ະ2ຈ2ັ2ນ.

D. **1.** Correct **2.** ພວ2ກ2ເ2ຮ1ົ2າ2ກ1ິ2ນ2ພ1ິ2ທ1ິ2ສ2ິ2ນ2ຣ2ະ2ລ2ຶ2ກ2ຈ1ັ2ງ2ຊ1ີ2. **3.** ຄ2ວ2າ2ມ2ຮ2ູ2ສ2ຶ2ກ2ນ2ັ2ນ2ມ2າ2ຈ2າ2ກ2ພ2ຣ2ະ2ເ2ຈ1ົ2າ. **4.** ໃ2ນ2ເ2ລ1ື2ອ2ງ2ນ1ີ2ຄ2ົ2ນ2ເ2ຫ2ລ1ົ2ານ1ີ2ຮ2ຽ2ນ2ຫ2ຍ2ັ2ງ? **5.** Correct **6.** ຂ2ອ2ຍ2ຮ2ູ2ວ2າ2ພ2ຣ2ະ2ເ2ຈ1ົ2າ2ພ2ຣ2ະ2ຊ2ົ2ນ2ຢ2ູ2ແ2ລ2ະ2ຊ2ີ2ວ2ິ2ດ2ນ1ີ2ສ2ຳ2ຄ2ັ2ນ. **7.** Correct **8.** ພ2ິ2ທ1ີ2ກ2ານ2ເ2ຫ2ລ1ົ2ານ1ີ2ສ2ຳ2ຄ2ັ2ນ2ເ2ພ2ື2ອ2ກ2ັ2ບ2ຄ2ືນ2ຫ2າ2ພ2ຣ2ະ2ເ2ຈ1ົ2າ2ອ2ີ2ກ2. **9.** Correct **10.** ພ2ຣ2ະ2ເ2ຈ1ົ2າ2ບ2ໍ2ຢ2າ2ກ2ເ2ຮ1ົ2າ2ຮ2ູ2ສ2ຶ2ກ2ຄ2ວ2າ2ມ2ໂ2ສ2ກ2ເ2ສ1ົ2າ2ແ2ນ2ວ2ນ2ັ2ນ.

Adjectives

A. **1.** ຊ1ື2ສ2ັ2ດ-faithful **2.** ຮ2ັ2ກ-loving **3.** ນ2ິ2ລ2ັ2ນ2ດ2ອ2ນ-eternal **4.** ຫ2ນ1ໍ2າ2ປ2ະ2ທ2ັ2ບ2ໃ2ຈ-touching **5.** ງ2າ2ມ-beautiful; ງ1ໍ2າ2ຍ-easy **6.** ເ2ຂ1ັ2ມ2ແ2ຂ2ງ-strong **7.** ເ2ຂ1ັ2ມ2ແ2ຂ2ງ.-strong **8.** ສ2ັ2ນ-short **9.** ດ2ີ-good **10.** ສ2ຳ2ຄ2ັ2ນ-important

D. **1.** ຄ1ຳ2ອ2ະ2ທ2ິ2ຖ2ານ2ສ2ັ2ນ2ແ2ລ2ະ2ເ2ຕ1ັ2ມ2ໄ2ປ2ດ2ວ2ຍ2ອ2ຳ2ນ2າ2ດ2. **2.** ພ2ຣ2ະ2ເ2ຈ1ົ2າ2ຢ2າ2ກ2ເ2ຮ1ົ2າ2ມ2ີ2ໃ2ຈ2ບ2ໍ2ລ2ິ2ສ2ຸ2ດ. **3.** ພ2ຣ2ະ2ເ2ຈ1ົ2າ2ຊ2ົ2ງ2ຍ2ອ2ມ2ຮ2ັ2ບ2ແ2ຕ1ˋ2ຄ1ຳ2ອ2ະ2ທ2ິ2ຖ2ານ2ຈ2ົ2ງ2ໃ2ຈ2ເ2ທ1ົ2າ2ນ2ັ2ນ. **4.** ຜ2ູ2ນ2ັ2ນ2ແ2ມ2ນ2ຄ2ົ2ນ2ສ2ູ2ງ2ທ1ີ2ເ2ຮ1ົ2າ2ພ2ິ2ບ2ຢ2ູ2ບ2ອ2ນ2ລ2ົ2ນ2ແ2ມ2ນ2ບ2ໍ2? **5.** ຊ2ິ2ດ2ສ2ະ2ເ2ຕ1ົ2ເ2ແ2ສ2ງ2ດ2ີ2ໃ2ຈ2. **6.** ກ2ານ2ສ2ອ2ນ2ຂ2ອ2ງ2ເ2ຈ1ົ2າ2ດ2ີ2ຫ2ລ2າ2ຍ2. **7.** ເ2ຮ1ົ2າ2ສ2າ2ມ2າ2ດ2ມ2ີ2ຊ2ີ2ວ2ິ2ດ2ສ2ະ2ບ2າ2ຍ2. **8.** ເ2ຮ1ົ2າ2ພ2ິ2ບ2ເ2ມ2ຍ2ຜ2ູ2ໃ2ຈ2ດ2ີ2ຂ2ອ2ງ2ລ2າ2ວ2.

E. **1.** ທ2າ2ງ2ທ1ີ2ໄ2ປ2ສ2ູ2ພ2ຣ2ະ2ເ2ຈ1ົ2າ2ຊ2ື2ແ2ລ2ະ2ແ2ຄ2ບ2. **2.** ວ2ິ2ທ1ີ2ເ2ຮ1ົ2າ2ຮ2ັ2ບ2ຄ1ຳ2ຕ2ອ2ບ2ແ2ມ2ນ2ໂ2ດ2ຍ2ຄ1ຳ2ອ2ະ2ທ2ິ2ຖ2ານ2ງ2ຽ2ບ2. **3.** ພ2ຣ2ະ2ວ2ິ2ຫ2ານ2ເ2ປ2ັ2ນ2ບ2ອ2ນ2ສ2ັ2ກ2ສ2ິ2ດ2ເ2ພ2ື2ອ2ຮ2ັ2ບ2ກ2ານ2ເ2ປ2ີ2ດ2ເ2ຜ2ີ2ຍ2. **4.** ເ2ຖ2ິ2ງ2ແ2ມ2ນ2ເ2ປ2ັ2ນ2ສ2ຳ2ມ2ະ2ຊ2ິ2ກ2ເ2ຮ1ົ2າ2ຍ2ັ2ງ2ບ2ໍ2ມ2ີ2ຊ2ີ2ວ2ິ2ດ2ງ2ຽ2ບ2. **5.** Correct **6.** ພ2ຣ2ະ2ບ2ິ2ດ2າ2ເ2ປ2ັ2ນ2ພ2ຣ2ະ2ເ2ຈ1ົ2າ2ເ2ມ2ດ2ຕ2າ2. **7.** ເ2ຮ1ົ2າ2ຕ2ອ2ງ2ຕ2ິ2ດ2ຕ2າ2ມ2ຕ2ິ2ອ2ຢ2ˋ2ງ2ດ2ີ2ພ2ອ2ມ2ຂ2ອ2ງ2ພ2ຣ2ະ2ເ2ຢ2ຊ2ູ2ຄ2ິ2ດ2. **8.** ພ2ຣ2ະ2ວ2ິ2ນ2ຍ2ານ2ບ2ໍ2ລ2ິ2ສ2ຸ2ດ2ຕ2ິ2ດ2ຕ2ˋ2ມ2ນ2ຳ2ເ2ຮ1ົ2າ2ໂ2ດ2ຍ2ສ2ˋ2ງ2ອ2ອ2ນ2. **9.** Correct **10.** Correct

Comparisons, Same, and Similar

B. **1.** False - ສາດສະໜາທຸກຢ່າງແຕກຕ່າງກັນ. **2.** False - ຊາວເລມັນເປັນຄົນຊົ່ວ. **3.** False - ເມື່ອເຈົ້າອ່ານພຣະຄຳພີເຈົ້າຈະຮູ້ສຶກພຣະວິນຍານຫລາຍຂຶ້ນ. **4.** False -ໃນພຣະຄຳພີມໍມອນແອລມາປຽບທຽບສັດທາກັບເມັດໂຕໜຶ່ງ. **5.** True **6.** True **7.** False -ອານາຈັກຊັ້ນສູງແມ່ນອານາຈັກສູງທີ່ສຸດ. **8.** False -ພຣະບິດາເທິງສະຫວັນແລະພຣະເຢຊູຄິດເປັນສອງອີງ. **9.** True **10.** True

C. **1.** ເມື່ອຜູ້ໃດຜູ້ໜຶ່ງຮູ້ສຶກຄວາມຮັກຂອງພຣະອົງຜູ້ນັ້ນກໍຢາກຊ່ວຍຄົນອື່ນຫລາຍຂຶ້ນ. **2.** ພຣະເຈົ້າຢາກໃຫ້ເຮົາເໝືອນກັນກັບພຣະອົງ. **3.** ການຖືບາບຂອງເຮົາຄືກັນກັບການຍົກໄມ້ກາງແຂນຂອງເຮົາຂຶ້ນ. **4.** ຄົນລາວໃຈອ່ອນແລະກໍຮັກກັນຫລາຍຊໍ່າອີກ. **5.** ເຮົາບໍ່ຕ້ອງເປັນຄົນດີກວ່າຄົນອື່ນ. **6.** ອານາຈັກແຫ່ງນີ້ດີກວ່າອານາຈັກແຫ່ງນັ້ນ.

D. **1.** Correct **2.** ຖ້າເຮົາເຊື່ອຟັງເຮົາຊິກາຍເປັນເໝືອນກັນກັບພຣະເຈົ້າ. **3.** ສາດສະດາຄືກັນກັບຜູ້ສິ່ງຂ່າວ. **4.** ຄຳສິນທະນາເກົ່າດີແຕ່ຈົ່ງສອນພະກິດຕິຄຸນດີກວ່າຊໍ. **5.** Correct **6.** Correct

Changing Verbs into Nouns for Occupations

A. **1.** ຊ່າງ **2.** ຜູ້ **3.** ນັກ **4.** ຜູ້ **5.** ຊ່າງ

B. **1.** ຜູ້ລ່ຽງແກະໄດ້ມາເຫັນພຣະເຢຊູໃນຕອນທີ່ເປັນເດັກ. **2.** ພຣະເຢຊູຄິດບໍ່ເປັນນັກການເມືອງ. **3.** ອໍຣິເວີຄາວດຣິເປັນຜູ້ຈົດຂອງໂຢເຊັບສະມິດໃນຂະນະທີ່ເພິ່ນແປພຣະຄຳພີມໍມອນ. **4.** ບະລາເດີສະເວັນຊັນເປັນຊ່າງທາສີເຮືອນ. **5.** ສາດສະດາເປັນຜູ້ເຝົ້າຍາມ.

C. **1.** ພວກເຮົາເປັນຜູ້ສອນສາດສະໜາ. **2.** ໂມໂລໄນເປັນທະຫານ. **3.** ອ້າຍຂອງເຈເລດກາຍເປັນຊ່າງຕໍ່ເຮືອໂດຍຄວາມຊ່ວຍຂອງພຣະເຈົ້າ. **4.** ຂ້ອຍເປັນຜູ້ຮັບໃຊ້ຂອງພຣະເຢຊູຄິດ. **5.** ແອມອນກາຍເປັນຜູ້ລ່ຽງແກະຂອງກະສັດລາໂມໄນ. **6.** ພຣະເຢຊູຄິດຊົງຮຽນເປັນຊ່າງໄມ້.

D. **1.** Correct **2.** Correct **3.** ພຣະເຈົ້າຊົງເປັນຜູ້ນຳສາດສະໜາຈັກ. **4.** Correct **5.** ເຈົ້າຕິດຕາມການກະຕຸ້ນຈາກພຣະວິນຍານແລະຮັບບັບຕິດສະມາໄດ້ບໍ? **6.** Correct

Changing Verbs into Nouns for Descriptions

A. **1.** ຂີ້ **2.** ຄົນ **3.** ຜູ້ **4.** ຂີ້ **5.** ຂີ້

C. **1.** ຊາຕານເປັນຂີ້ຕົວະ. **2.** ພຣະເຢຊູໄດ້ກ່າວວ່າຊາວຟາລີຊາຍເປັນຄົນໜ້າຊື່ໃຈຄົດ. **3.** ພຣະເຢຊູຄິດປິ່ນປົວຂີ້ພະຍາດ. **4.** ສັດທາແມ່ນການກະທຳແລະບໍ່ເຮັດໃຫ້ເຮົາກາຍເປັນຄົນຂີ້ຄ້ານ. **5.** ສິ່ງທີ່ຊົ່ວຮ້າຍໃນໂລກນີ້ບໍ່ຄວນເຮັດໃຫ້ເຮົາເປັນຄົນຂີ້ຢ້ານ. **6.** ການເຮັດບາບຈະເຮັດໃຫ້ເຮົາກາຍເປັນຂີ້ລືມໃນຜິດສອບທີ່ຈະຊ່ວຍຄົນອື່ນ.

D. **1.** ຂີ້ໂຫດຈະຢຸດວຽກງານຂອງພຣະເຈົ້າບໍ່ໄດ້. **2.** ພວກເຮົາຄວນຫລີກລ້ຽງການເປັນຂີ້ລັກ. **3.** ແອວເດີບຸນສະວັດເປັນຄົນອົດທົນຫລາຍ. **4.** ພວກເຮົາຄວນພະຍາຍາມເປັນຄົນເມດຕາເໝືອນດັ່ງພຣະເຢຊູຄິດ.

E. **1.** ສາດສະດາເປັນຄົນນັບຖື. **2.** ເຈົ້າບໍ່ຕ້ອງເປັນຂີ້ອາຍເມື່ອແບ່ງປັນປະຈັກພະຍານຂອງເຈົ້າກັບມູ່ເພື່ອນ. **3.** ໂຢເຊັບສະມິດບໍ່ແມ່ນຜູ້ຂຽນພຣະຄຳພີມໍມອນ. **4.** ພຣະເຈົ້າບໍ່ຢາກເຮົາກາຍເປັນຂີ້ຖີ່ເມື່ອຊີວິດເຮົາສະບາຍ.

Classifiers

A. **1.** ໜ່ວຍ **2.** ອັນ **3.** ເທື່ອ/ຄັ້ງ **4.** ໂຕ/ຕົວ **5.** ສະບັບ **6.** ໂຕ/ຕົວ

B. **1.** ເຮົາເຊື່ອວ່າຝ່າຍພຣະເຈົ້າບັນຈຸສາມພຣະອົງແຕ່ພວກພຣະອົງມີພຣະປະສົງອັນດຽວກັນ. **2.** ສາດສະໜາແຫ່ງອື່ນໆມີແຕ່ໃຊ້ພຣະຄຳພີເຫລັ້ມດຽວທີ່ເອີ້ນວ່າພຣະຄຳພີໄບເບິ້ນ. **3.** ຂ້ອຍມີອາຍສາມຄົນ. **4.** ພຣະເຈົ້າຊົງບັນຊາອາດາມແລະເອວາບໍ່ໃຫ້ກິນໝາກໄມ້ທີ່ຖືກຫ້າມແມ່ນແຕ່ໜວຍດຽວ. **5.** ຂ້ອຍເຫັນລູກແກະສອງໂຕທີ່ໜ້າຮັກຫລາຍ. **6.** ເມື່ອໝາປ່າສອງໂຕມາຮອດຄອກແກະຜູ້ລ່ຽງແກະມາຕໍ່ສູ້ມັນໜີ. **7.** ໃນສະໄໝບູຮານມັນມີສາດສະດາຄົນດຽວຢູ່ໂລກ. **8.** ໃນຍາມການປະຖົມຄວາມເຊື່ອັ່ນຍິ່ງໃຫຍ່ມັນມີຜູ້ແກ້ໄຂໃຫ້ດີຂຶ້ນຫລາຍຄົນທີ່ຢາກຫາຄວາມຈິງ. **9.** ໃນພາກຫ້ອົດຂອງພຣະຄຳພີມໍມອນມັນມີປະຈັກພະຍານຂອງພະຍານສາມແລະແປດຄົນ. **10.** ເຂດນີ້ມີຄູສອນເຈັດຄູ. **11.** ກອນເວລາເປັນຜູ້ສອນສາດສະໜາຂ້ອຍເຄີຍໄປສອນນຳຜູ້ສອນສາດສະໜາສອງເທື່ອ. **12.** ກະສັດເດວິດໄດ້ເຮັດບາບສອງອັນທີ່ຮ້າຍແຮງຄືຫລີ້ນຊູ້ສູ່ເມຍຄົນອື່ນແລະກຳຈັດໃຫ້ຜົວຄົນນັ້ນຖືກສະຕູຂ້າ. **13.** ເຖິງແມ່ນວ່າຄົນລາວຄົນໜຶ່ງແລະຄົນພະລັງຄົນໜຶ່ງປະກົດຕ່າງກັນທັງສອງຄົນຍັງເປັນລູກພຣະເຈົ້າ. **14.** ພຣະເຈົ້າຊົງກ່າວບໍ່ໃຫ້ສ່ຽງຮູບບູຊາຈັ້ກອັ່ນເລີຍ. **15.** ການຮັບບັບຕິດສະມາແມ່ນພິທີການອັນໜຶ່ງເຊິ່ງທຸກຄົນຕ້ອງການເຮັດ.

D. **1.** ໃນຊີວິດກ່ອນໂລກນີ້ມັນມີແຜນສອງອັນທີ່ຖືກສະແດງໃຫ້ເຮົາ. **2.** ໂຢເຊັບສະມິດໄດ້ເຫັນສອງພຣະອົງ. **3.** ອາດາມແລະເອວາມີລູກຫລາຍຄົນ. **4.** ເຈຄອບມີລູກສິບສອງຄົນ. **5.** ມັນມີພິທີການສອງອັນທີ່ເຮົາຕ້ອງຮັບເພື່ອກາຍເປັນສະມາຊິກຂອງສາດສະໜາຈັກ. **6.** ງົວສິບສອງໂຕທີ່ແບກອ່າງບັບຕິດສະມາສັກສິດຂຶ້ນປຽບເໝືອນສິບສອງເຜົ່າແຫ່ງອິດສະລາເອນ.

E. **1.** Correct **2.** ໃນສະໄໝຂອງພຣະເຢຊູຄິດມີແຕ່ພຣະວິຫານຫລັງໜຶ່ງຢູ່ເທິງໂລກ. **3.** ສັດທາແລະການກະທຳຄືກັນກັບເກີບຄູ່ໜຶ່ງ;ເຈົ້າຕ້ອງການທັ້ງສອງເກີບທີ່ຈະສຸບໄດ້. **4.** ເມື່ອເຮົາຮັບບັບຕິດສະມາເຮົາສະເໜີຄຳສັນຍາສາມຂໍ້ຕໍ່ພຣະເຈົ້າ. **5.** ສາດສະດາກໍ່ມີທີ່ປຶກສາສອງຄົນ. **6.** Correct

F. **2.** When a classifier is used to identify a single noun (sheep, person, etc.) ດຽວ or ໜຶ່ງ is placed immediately after the classifier. Ex: “ໂຕໜຶ່ງ” When a classifier is used to identify more than one noun (99 or 100) then the noun is followed by the number and then the classifier. Ex: “ແກະຮ້ອຍໂຕ“

Review: Describing Objects, People, and their Characteristics

A. **1.** ພຣະຄຳພີຂໍ້ນີ້ສອນກ່ຽວກັບສັດທາ. (Study “Demonstratives”) **2.** ເຮົາຕ້ອງເປັນຄົນຊື່ສັດເພື່ອຢູ່ກັບພຣະເຈົ້າອີກ. (Study “Adjectives”) **3.** ສັດທາຂອງເຮົາຕອງສອງຄືກັນກັບດວງອາທິດ. (Study “Comparisons, Same, Similar”) **4.** ບິດາຂອງພຣະເຢຊູຊາງໄມ້. (Study “Changing Verbs into Nouns for Occupations”) **5.** ເລມັນຂີ້ຈົ່ມ. (Study “Changing Verbs into Nouns for Descriptions”) **6.** ຂອຍມີ ອາຍສາມຄົນ. (Study “Classifiers”) **7.** ພຣະເຢຊູເຮັດໃຫ້ປາສອງໂຕລ່ຽງຫລາຍຄົນ. (Study “Classifiers”) **8.** ຂອຍຮູວາຄຳເວົ້າເຫລົ່ານັ້ນແມ່ນຄວາມຈິງ. (Study “Demonstratives”) **9.** ຜູສອນສາດສະໜາເປັນຄົນເຂັ້ມແຂງ. (Study “Adjectives”) **10.** ພຣະເຈົ້າຢາກໃຫ້ເຮົາເປັນເໝືອນກັນກັບພຣະອົງ. (Study “Comparisons, Same, Similar”) **11.** ເປໂຕເປັນຄົນເຄົາລົບ. (Study “Changing Verbs into Nouns for Descriptions”) **12.** ຊາຕານເປັນຂີ້ຕົວະ. (Study “Changing Verbs into Nouns for Descriptions”) **13.** ເຈົ້າມີລູກຈັກຄົນ? (Study “Classifiers”) **14.** ພໍ່ຂະນອຍເຕ້ຍກວາທຸ່ານ.(speaking with someone older) (Study “Family Relations”) **15.** ເຮົາບໍ່ມີໝາ ຈັກໂຕ. (Study “Classifiers”) **16.** ການແບ່ງປັນພຣະກິດຕິຄຸນເປັນຕາຕື່ນເຕັ້ນ. (Study “Adjectives”) **17.** ພວກເຮົາຕອງເປັນນັກຮຽນທີ່ດີເວລາສຶກສາພຣະຄຳພີມໍມອນ. (Study “Changing Verbs into Nouns for Occupations”) **18.** ການມີຄວາມປາຖະຫນາທີ່ຈະຮູຄວາມຈິງຄືກັນກັບການປຸກຕົ້ນໄມ. (Study “Comparisons, Same, Similar”) **19.** ພຣະເຢຊູຄິດເປັນພຣະບຸດຂອງພຣະອົງ. (Study “Family Relations”) **20.** ເລື່ອງນີ້ຊອຍຂອຍຮຽນຮູເຖິງພຣະຄຳພີ. (Study “Demonstratives”)

B. **1.** ພໍ່ເຖົ້າສະບາຍດີບໍ່? **2.** ອັນນັ້ນແມ່ນຄຳຖາມທີ່ດີ. **3.** ຂອ້ຍມັກພຣະຄຳພີຂໍ້ນີ້ເພາະວ່າມັນຊອ່ຍຂອ້ຍໃນຊີວິດນີ້. **4.** ພຣະບິດາເທິງສະຫວັນແລະພຣະເຢຊູຄິດຊິງມີພຣະປະສົງອັນດຽວກັນ. **5.** ບິດາທາງໂລກຂອງພຣະເຢຊູຊາງໄມ. **6.** ຖາເຮົາຂີ້ຍານມັນຢາກໃຫ້ພຣະວິນຍານຕິດຕ່ໍນຳເຮົາ. **7.** ຂອຍຮູພຣະຄຳພີສາມຂໍ້ທີ່ຈະຊອຍເຈົ້າ. **8.** ຂອຍມີນອງສາວຄົນໜຶ່ງແລະອາຍສາມຄົນ. **9.** ຊາຕານເປັນຂີ້ເຕວະແລະກໍເປັນສະຕູຂອງພຣະເຈົ້າ. **10.** ຂອຍເປັນຜູສອນສາດສະໜາຂອງພຣະເຈົ້າ. **11.** ພຣະຄຳຂອງພຣະອົງຄືກັນກັບອາຫານເພາະມັນບັນເທົາຄວາມຫິວຂອງເຮົາ. **12.** ພວກສາດສະດາຂອງພຣະອົງໄດຂຽນຄຳເຫຼົ່ານີ້ໃນພຣະຄຳພີ. **13.** ຜູສອນສາດສະໜາຄວນເປັນຜູຮັບໃຊທີ່ສັດຊື່ແລະພາກພຽນຂອງພຣະອົງ. **14.** ເຈົ້າດຳລົງຊີວິດສອງຢາງໃນເວລາດຽວກັນບໍ່ໄດ.

Have you ever- ເຄີຍ

A. **1.** ຂອ້ຍບໍ່ເຄີຍຮັບຄຳຕອບຕໍ່ຄຳອະທິຖານຂອງຂອ້ຍ. **2.** ເຈົ້າເຄີຍອ່ີດເຂົ້າມາກອ່ນບໍ່? **3.** ເຈົ້າເຄີຍຖາມຕົນເອງວ່າເປັນຫຍັງເຈົ້າຈຶ່ງຢູ່ໂລກນີ້ບໍ່? **4.** ຂອ້ຍບໍ່ເຄີຍເຫັນພຣະເຈົ້າຫລືພຣະເຢຊູຄິດເມື່ອຂອຍອະທິຖານ. **5.** ຂອຍຈະບໍ່ມີວັນຖິ້ມສັດທາຂອງຂອງໃນພຣະຜູຊອ່ຍໃຫລອດ. **6.** ເຈົ້າເຄີຍໄດຍິນເລື່ອງພຣະເຢຊູຄິດບໍ່? **7.** ຈະມີວັນທີ່ພຣະເຢຊູຄິດສະເດັດມາອີກບໍ່? **8.** ເຈົ້າເຄີຍເຮັດບາບບໍ? **9.** ຂອຍຈະບໍ່ເຮັດໃຫ້ປະທານເຜີຍແຜ່ຂອງຂອຍຜິດຫວັງຈັກເທື່ອ.

B. **1.** ຈະບໍ່ມີວັນທີ່ຂອ້ຍເຊົາອ່ານພຣະຄຳພີມໍມອນ. **2.** ຂອ້ຍບໍ່ເຄີຍໄປໂບດເມື່ອເປັນເດັກນອ້ຍ. **3.** ເຈົ້າຈະບໍ່ມີວັນເຫັນພຣະເຈົ້າໃຈຮ້າຍຕໍ່ເຮົາ. **4.** ເຈົ້າເຄີຍອະທິຖານມາກອ່ນບໍ່?

C. **1.** ຈະບໍ່ມີວັນທີ່ພຣະເຈົ້າປະຕິເສດເຮົາ. **2.** ຂອ້ຍຈະບໍ່ເຮັດອີກຈັກເທື່ອ. **3.** ເມື່ອເຮົາກັບໃຈເຮົາສັນຍາວ່າຊິບໍ່ເຮັດບາບອີກ. **4.** Correct **5.** Correct **6.** ຈະບໍ່ມີວັນທີ່ເຈົ້າຮູສຶກພຣະວິນຍານບໍລິສຸດຖາເຈົ້າກົນຢາທີ່ບໍ່ດີ.

Finished yet, yes/no?

A. **1.** ພຣະເຈົ້າຊິງເຊົາຕອບຄຳອະທິຖານຂອງເຮົາແລ້ວລະບໍ່? **2.** ເຂົ້າໜຽວໄກ້ຊິໝົດແລ້ວ. **3.** ນ້ຳມັນທີ່ເຮັດໃຫ້ສັກສິດຂອງເຈົ້າໝົດແລ້ວບໍ່? **4.** ເຈົ້າອະທິຖານເພື່ອຮູວາເຈົ້າຄວນຮັບບັບຕິດສະມາແລວຫລືບໍ່? **5.** ພຣະເຈົ້າຊິງເຊົາເລືອກສາດສະດາແລວຫລືຫຍັງ? **6.** ເພິ່ນເຮັດວຽກຢາງໜັກຈົນໝົດພະລັງ? **7.** ພຣະເຈົ້າຊິງເຊົາປະທານຄວາມນຳພາແກ່ເຮົາແລວລະບໍ່? **8.** ພວກເຈົ້າເຊື້ອເຊີນເພືອນຂອງເຈົ້າມາໂບດແລວຫລືຍັງ?

B. **1.** ເຈົ້າອ່ານຂໍ້ນີ້ແລ້ວລະບໍ່? **2.** ເຈົ້າສຳພາດກັບອະທິການເສັດແລ້ວຫລືບໍ່? **3.** ເຈົ້າອະທິຖານເສັດແລ້ວຫລືບໍ່? **4.** ຂອ້ຍອ່ານບົດທີ່ສາມຈົບແລວ. **5.** ເຈົ້າອານແລວລະບໍ? **6.** ເຈົ້າເຮັດແລວລະບໍ?

C. **1.** Correct **2.** ຄວາມຫວັງຂອງເຈົ້າບໍ່ໝົດເພາະວ່າພຣະເຈົ້າຍັງຮັກເຈົ້າ. **3.** Correct **4.** ເຈົ້າອ່ານໜັງສືອີເທີບແລ້ວຫລືຍັງ? **5.** ການມະຫັດສະຈັນຢູ່ໂລກໝົດແລວບໍ? **6.** ລາວເຮັດຈົນເສັດແລວບໍ?

Accompaniment

A. **1.** ພຣະບິດາເທິງສະຫວັນແລະພຣະເຢຊູຄິດຊິງໄດ້ເວົ້ານຳໂຍເຊັບສະມິດ. **2.** ພຣະວິນຍານບໍຣິສຸດຈະຢູ່ນຳເຮົາຖ້າຫ້າກເຮົາເຊື່ອຟັງ. **3.** ພຣະບິດາເທິງສະຫວັນພອມດວຍພຣະເຢຊູຄິດຊິງໄດປະກົດຕົວໃຫ້ໂຍເຊັບສະມິດຜູເປັນເດັກເຫັນ. **4.** ໃນຖານະເປັນສະມາຊິກຂອງສາດສະໜາຈັກນີ້ເຮົາຈຶ່ງຕອງປອບໂຍນຊຶ່ງກັນແລະກັນ. **5.** ເຮົາອະທິຖານກ່ອນນັດສອນທຸກຄັ້ງທີ່ຈະຂໃຫ້ພຣະວິນຍານບໍຣິສຸດຢູ່ນຳແລະສອນເຮົາ. **6.** ຂອຍຮູວາໂດຍການຮັກສາພຣະບັນຍັດເຫລົ່ານີ້ຄອບຄົວຂອງເຈົ້າສາມາດຢູ່ນຳກັນເປັນນິດ. **7.** ພວກເຮົາທຸກຄົນໄດ້ກົນນຳກັນ. **8.** ພຣະບິດາເທິງສະຫວັນຊິງຢາກໃຫ້ເຮົາຊອຍຊຶ່ງກັນແລະກັນ. **9.** ພັນທະສັນຍາທີ່ຖືກເຮັດນຳພຣະເຈົ້າຈະໃຫ້ຄວາມເຂັ້ມແຂງແກ່ເຮົາ. **10.** ພຣະເຢຊູໄດສອນວ່າເຮົາຕອງອະໄພກັນແລະກັນຖາບໍ່ດັ່ງນັ້ນເຮົາຈະບໍ່ໄດກາຫ້ອະໄພບາບຂອງເຮົາ. **11.** ພຣະເຈົ້າແລະພຣະເຢຊູຄິດຊິງເຮັດວຽກນຳກັນທີ່ຈະຊອຍເຮົາກັບຄືນຢູ່ນຳພວກພຣະອົງທີ່ສະຫວັນ. **12.** ສາດສະດາພອມດວຍອັກຄະສາວົກສິບສອງຄົນໃຫ້ຄວາມນຳພາແກ່ເຮົາໃນສະໄໝນີ້.

B. **1.**ພຣະກິດຕິຄຸນຕ້ອງຖືກສອນໂດຍອຳນາດແລະສິດທິ. This sentence uses the word **with** meaning "by means of/ instrumental with" which is not accompaniment. See **Prepositions** for more information. **2.** ຂອຍຢາກໄປຕະລາດນຳເຈົ້າ. **3.** ເຮົາອະທິຖານນຳກັນຢູ່ໂບດ. **4.** ເຮົາຕ້ອງສອນເດັກນອຍໂດຍຄວາມຮັກຂອງພຣະເຈົ້າ See **Prepositions** for more. **5.** ເຮົາຄວນຖືພຣະຄຳພີໄປເປັນພອມດວຍພຣະຄຳພີມໍມອນ. **6.** ໂດຍການສອນນຳກັນຄູສອນສາດສະໜາສາມາດສອນດ້ວຍອຳນາດ ຂອງພຣະເຈົ້າ. **7.** ບໍ່ມີໃຜຢູນຳພຣະເຢຊູຄິດເມື່ອພຣະອົງທົນທຸກທຳລະມານຢູສວນເຄັດເຊມານີ. **8.** ຂອຍຊິເອົາເຫຼັ້ມນີ້ກັບເຫຼັ້ມນັ້ນ.

C. **1.** Correct **2.** Correct **3.** Correct **4.** ຂໍຄອບຄົວໄປໂບດນຳກັນໄດ້ບໍ່? **5.** ເມື່ອເຮົາສອນດວ້ຍຄວາມໝັ້ນຄົງເຮົາບໍ່ຕອ້ງຢາ້ນ **6.** ກອງປະ ຊຸມສິ້ນລະລຶກຖືກນຳພຸ ໂດຍພຣະວິນຍານ. **7.** ເຮົາສາມາດເຮັດສິ່ງອັດສະຈັນໂດຍສັດທາ. **8.** Correct **9.** ພຣະຄຳພີໄບເປັນກັບພຣະຄຳ ພີມໍມອນຊວຍ ເຮົາໃຫຮູວ່າພຣະເຢຊູຄືພຣະຄິດ. **10.** ສາດສະດາສອນໃຫຄອບຄົວສະໜັບສະໜູນຊຶ່ງກັນແລະກັນ.

Prepositions

A. **1.** ພຣະເຢຊູຢູ່ຂ້າງຂວາພຣະເຈົ້າ. **2.** ເຮົາສອນເພື່ອນຂອງເຈົ້າໃນເຮືອນຸຂອງເຈົ້າໄດ້ບໍ່? **3.** ສັດທາປາດສະຈາກການກະທຳບໍ່ແມ່ນຄວາມເຊື່ອແທ້. **4.** ພວກຂະນອຍຂໍຂອບພຣະໄທພຣະອົງສຳລັບມື້ນີ້. **5.** ເຈົ້າຄິດຫຍັງແດເຮົາຢູໃສກອນເກີດ? **6.** ຕາມພຣະຄຳພີຂໍ້ນີ້ສັດທາຄືຫຍັງ? **7.** ຄວາມຮັກມາຈາກໃສ? **8.** ພຣະເຈົ້າແລະພຣະເຢຊູຄິດຢູ່ໃນສະຫວັນ. **9.** ໃນຂະນະຢູ່ໂລກນີ້ເຮົາຕອ້ງດຳລົງຊີວິດໂດຍຄວາມກາຫານ. **10.** ນະຮົກບໍ່ໃຕ້ໂລກນີ້. **11.** ເຮົາຕອ້ງຖິ້ມຊາຕານຢູຫລັງເຮົາແລະບໍ່ໃສໃຈມັນເລີຍ. **12.** ໂດຍຜານການຊົດໃຊເຮົາຮັບຄວາມເຂັ້ມແຂງພໍທີ່ຈະເອົາຊະນະ ຄວາມອອນແອຂອງເຮົາໄດ. **13.** ເວລາໄປໂບດເຮົາຕ່ໍພັນທະສັນຍານຳພຣະເຈົ້າ. **14.** ເວລາຂອຍອານພຣະຄຳພີຂອຍຮູສຶກພຣະວິນຍານຮອບຂອຍ ໄດ. **15.** ຫລັງຈາກການຮັບເອົາຂອງປະທານແຫງພຣະວິນຍານບໍຣິສຸດ,ເຮົາຕອ້ງອົດທົນຈົນເຖິງທີ່ສຸດ. **16.** ຂອຍໄປພຣະວິຫານທີ່ຈະຮຽນກງວກັ ບແຜນຂອງພຣະອົງໃຫຂອຍ. **17.** ຫລັງຈາກເຮົາເປັນຄືນມຸ ຈາກຕາຍເຮົາຈະຍືນຢູ ່ໜາພຣະເຈົ້າເພື ່ອຮັບການພິພາກສາ. **18.** ຕັ ງແຕ ເຂົ າຮວມສາ ດສະໜາຈັກນີ ້ຂອຍ ໄດ ຮັ ບການທ າທ ຍ ແລະພອນຸ ຫລາຍຢ າ ງ. **19.** ຕາມຄ ຳ ເວ ົ ້ າ ຂ ອ ງ ພ ວ ກ ສ າ ດ ສ ะ ດ า, ພ ร ะ ເ ย ช ู จ ะ ม า อ ี ก . **20.** ละ ห ว า ง เ ว ล า เ ธ ิ ๆ ต า ย แ ล ะ เ ป ็ น ค ื น ม า จ า ก า ต า ย เ ธ ิ ก ถ า ย ู โ ล ก แ ห ง ว ิ น ย า น . **21.** ເຮົາບໍ່ຄວນຕ່ ຕານພຣະບັນຍັດຂອງພຣະອົງ. **22.** ຫລັງຈາກຮັບບັບຕິດສະມາ ແລ ວ ເ ธ ิ ก จ ะ เ อ ิ ก ร ับ ข อ ง ป ะ ท า น แ ห ง พ ร ะ ว ิ น ย า น บ ร ิ ส ุ ท ธ ิ .

C. **1.** ພຣະເຢຊູຢືນລະຫວ່າງເຮົາແລະນະລົກ.**2.** ອະທິການສອນເຮົາຕາມພຣະຄຳພີ. **3.** ເຮົາຊິໄປພົບອະທິການຢູ່ບ້ານຂອງເພື່ນມື້ອື ່ນເຊົ ້ າ.**4.** ຂ ອ ย ย า ก อ ะ ท ิ ถ า น ห า พ ร ะ เ จ ้ า . **5.** เ ม ื อ ข อ ย ค ิ ด เ ถ ิ ง บ ั น พ ะ บ ุ ร ุ ษ ท ี ่ ส ั ด ซ ื ่ อ ส ั ต ย ์ , ข อ ย ร ู ส ึ ก ค ว า ม ก ะ ต ั ญ ญ ู . **6.** ม ั น ส ำ ค ั ญ ท ี ่ จ ะ ส ึ ก ษ า พ ร ะ ค ำ พ ี ท ุ ก ม ื ้ ห ล ั ง จ า ก เ จ ้ า ร ั บ บ ั บ ต ิ ด ส ะ ม า .

D. **1.** Correct **2.** ຂອ ้ ยอ ่ านเพื ่ อร ู ้ ส ึ กถ ึ งความร ั กของพระเจ ้ า. **3.** Correct **4.** ขอให ้ เจ ้ าอ ่ านข ้ อท ี ่ หน ึ ่ งจนถ ึ งท ี ่ ห ้ าได ้ บ ่ ? **5.** Correct **6.** ปาดสะจาพระเยซูคิดเธิกชิกสิ่งไปนะลิก.

Bringing and Taking

A. **1.** ภูานรักสุาพระบันยัดของพระอิงนำถวามสุกมาให้เธิา. **2.** บะลาเดิแก้วอีพา/สิ่งเจ้าไปโบดอันอาทิดนี้. **3.** พระผู้เป็นเจ้าซิงได้พาเธิา มูนี้ที่จะแบงปันขุาวสานกงวกับพระกิดติคุณของพระอิงนำเจ้า. **4.** เธิาได้เอิาพังกงวกับพระเยซูมาเซิงเธิาอยากเบิ่งนำเจ้า. **5.** โยซุวย ได้พาลูกชลานแหงอิดสะลาเอนมาแผนดินที่ถิกสันยาไอ. **6.** เมื่อพวกเธิาตายเธิาจะเอิาสิ่งของหางๆโลกไปนำบ่ได.

C. **1.** ขอให้เจ้าเอิาพระคำพีมอนไปโบดได้บ่? **2.** เมื่อนีไฟหนีจากพวกอ้าย,เพื่นเอิาบันหุกไปนำเพื่น. **3.** พวกเธิาอยากฟาพาพะวิน ยานบอลิสุดมานี้เมื่อเธิาสอน. **4.** หลังจากเธิาตายสิ้นสุดแลว,เธิาเอิาของมิถาไปนำบ่ได. **5.** โมเสสได้พาชาวอิดสะลาเอนอ อกมาจากอิยิบ. **6.** พระเยซูคิดซิงได้นำถวามบันเท้ามาให้ถืนเจ้บปวด.

D. **1.** Correct **2.** พวกเธิาอยากมานำถวามรักของพระอิงเข้ามาในบ้านนี้. **3.** ขอให้แม่พาลูกไปโบดในอาทิดซิมาได้บ่? **4.** Correct **5.** Correct **6.** Correct

Opening and Closing

A. **1.** ไข **2.** ไข **3.** ปิด **4.** ปิด **5.** มอด **6.** เปิด

B. **1.** ในละหว่างการปะถิ้มถวามเชื่อสะหวันถืกอัดไว้เพาะเธิาบ่มีสาดสะดา. **2.** โยเซ็บสะมิดได้ขอ่ยไขปะตูแห่งการเปิดเผียต่โลกนี้. **3.** การบ่เชื่อฟังอัดปะตูแหงพอมที่ถิกสันยาไอ. **4.** ขอให้เจ้ามอดมีถิกอนเธิาสอนได้บ่? **5.** พันทะสันยาคือกะแจที่ไขปะตูแหงอำนาดของ พระเจ้า. **6.** พระเจ้าบันชาตูสอนสาดสะหวูใหอาปากของเธิา. **7.** เธิาตองอัดปะตูของชีวิดเก่าและไขปะตูใหพระคิด. **8.** เธิาธยุนหลั กทำยาๆไอเมื่อเธิาเปิดใจ. **9.** พระเจ้าซิงได้สันยาไอแลวอาเมื่อเธิาได้รับพระคำของพระอิงเสยกอนแลวหิวใจของเธิาจะถืกเปิดให พระวินยานเข้า.

C. **1.** กะลุนาเปิดใจรับพระวินุยานเมื่อเธิาสอนเจ้า. **2.** ถ้าเธิายากเห็นพระหัดของพระเจ้าในชีวิดของเธิาเธิาพุงแต่ตอ้งเปิด ตาของเธิา. **3.** พระคำพีแมนอิทีหนึ่งที่เธิาสามาดไขปะตูแหงถวามเปิดเผีย. **4.** เธิาชีปิดบิดธยุนนี้โดยใหถำมันสันยา. **5.** เมื่ อเจ้าอะทิถานจิงมอดสิ่งดึงดูดถวามคิดดังเช่นทีวี,อิทะยุและโทละสับ. **6.** ขอเจ้าอะทิถานและเปิดจิดวินยานของเจ้าต่พระ วินยานได้บ่?

D. **1.** Correct **2.** โยเซ็บสะมิดไขปอ่ยปุมแห่งสะหวันให้เธิาสามาดรับการเปิดเผีย. **3.** ขอ้ยชีปิดกองปะชุมโดยอะทิถานปิด. **4.** Correct **5.** Correct **6.** Correct

Verbs of Locomotion

A. **1.** ໄປ **2.** ໄປ **3.** ມາ **4.** ເຂົ້າ **5.** ອອກ **6.** ເຂົ້າ, ອອກ

B. **1.** ຫລັງຈາກການຕາຍເຮົາຈະເຂົ້າໄປໂລກແຫ່ງວິນຍານ. **2.** ພຣະເຢຊູຊົງໄດ້ສະເດັດມາສູ່ໂລກນີ້ທີ່ຈະເປັນຕົວຢ່າງໃຫ້ເຮົາ. **3.** ພຣະບິດາເທິງສະຫວັນແລະພຣະເຢຊູຄິດຊົງໄດ້ປະກົດມາໃຫ້ໂຢເຊັບສະມິດເຫັນ. **4.** ປະຊາຊົນຢູ່ເມືອງແອໂມ໊ໃນຫາໄດ້ຂັບໄລ່ແອລມາອອກຈາກເມືອງໄປ. **5.** ຖ້າເຮົາສັດຊື່ເຮົາຈະໄດ້ກັບຄືນໄປຫາທີ່ປະທັບຂອງພຣະເຈົ້າ. **6.** ຂອບໃຈທີ່ໂດຍອົມໃຫ້ເຮົາເຂົ້າມາບ່ານເຈົ້າ. **7.** ລູກຫລານແຫ່ງອິດສະລາເອນເດີນທາງໄປໃນກັນດານເປັນເວລາສີ່ສິບປີເພາະເຂົາບໍ່ໄດ້ເຊື່ອຟັງສາດສະດາ. **8.** ເປໂຕຍາງໄປເທິງນ້ຳໄດ້ເມື່ອເພິ່ນເອົາໃຈໃສ່ພຣະຄິດ. **9.** ຂອຍຮູ້ສຶກພຣະວິນຍານໃນຕອນທີ່ຂອຍເຂົ້າມາໃນຕຶກໂບດ.

C. **1.** ພວກເຮົາຂີ່ລົດຖີບມາຢູ່ນີ້. **2.** ຜູ້ນຳສາດສະໜາຈັກເໜາະໄປຢູ່ທົ່ວໂລກເພື່ອສອນຄົນ. **3.** ເມື່ອພຣະເຢຊູສະເດັດມາອີກ,ຊາຕານຊິບໍ່ມີອຳນາດເລີຍ. **4.** ເມື່ອເຮົາອອກໄປໂບດເຮົາຕອງເປັນຄົນດີກ່ວາເກົ່າ. **5.** ເມື່ອພຣະເຢຊູໄດ້ສິບສອງປີພຣະອົງເຂົ້າໄປໃນພຣະວິຫານສອນປະໂລຫິດ. **6.** ເມື່ອເຮົາເຮັດບາບພຣະວິນຍານຈະໜີຈາກເຮົາໄປ.

D. **1.** Correct **2.** Correct **3.** ເມື່ອເຮົາອ່ານພຣະຄຳພີເຮົາຮູ້ວ່າເຮົາຕອ້ງເດີນໄປໃສໃນຊີວິດນີ້. **4.** Correct **5.** Correct **6.** ຈຸດປະສົງຂອງຂອຍຄືພາຄົນອື່ນມາສູ່ພຣະເຢຊູຄິດ.

Adverbs

B. **1.** ຢ່າງຊື່ສັດ **2.** ເປັນປະຈຳ **3.** ຢ່າງງຽບ **4.** ຢ່າງແຈ້ງ **5.** ຢ່າງດີພ້ອມ **6.** ໄວ້ **7.** ຢ່າງກ້າຫານ **8.** ທາງວິນຍານ

C. **1.** ຂອ້ຍມັກສອນພຣະກິດຕິຄຸນຢ່າງກະຕືລືລົ້ນ. **2.** ເຮົາບໍ່ຕອ້ງໄວ້ວາງໃຈໃນສິ່ງທາງໂລກ. **3.** ພຣະຜູ້ເປັນເຈົ້າຊົງອະໄພບາບຂອງເຮົາຢາງເມດຕາ. **4.** ຂອຍອະທິຖານຢ່າງພຸ້ງພຸ້ນທີ່ຈະຮັບພຣະວິນຍານ. **5.** ເມື່ອເຮົາຮັກສາພຣະບັນຍັດຂອງພຣະອົງເຮົາຊິຮັບຄວາມເຂັ້ມ ແຂງທາງວິນຍານ. **6.** ຈົ່ງຈຳໄວ້ວ່າເມື່ອເຈົ້າດຳລົງຊີວິດຢ່າງມີຄາຄວນພຣະວິນຍານຊິນຳພາເຈົ້າໄປທາງທີ່ຖືກຕອ້ງ. **7.** ຂອຍຢາກສະຫລຸບຫລັກຫຳນີ້ໄວ້ໆ. **8.** ຜູ້ຄົນທາງໂລກຈະບໍ່ເຂົ້າໃຈຄວາມສຳຄັນຂອງພຣະກິດຕິຄຸນ **9.** ພຣະຜູ້ເປັນເຈົ້າຊົງປະທານພອນແກ່ເຮົາທາງກາຍແລະທາງວິນຍານ. **10.** ເຮົາຕອ້ງຮັກສາພຣະບັນຍັດຂອງພຣະອົງຢ່າງສັດຊື່ທີ່ຈະໄດ້ຮ ັບພຣະໄພຈາກບາບຂອງເຮົາ.

D. **1.** ເຮົາເຊື່ອຢ່າງເຂັ້ມແຂງໃນພຣະເຈົ້າແລະພຣະກິດຕິຄຸນຂອງພຣະອົງ. **2.** ກ ານອະທິຖານເຮັດໃຫ້ເຮົາເຂັ້ມແຂງຂຶ້ນທາງວິນຍານ. **3.** ເຮົາຄວນແບ ງປັນຄຳປາໃສຂອງເຮົາຢ ່າງໄວ. **4.** ຜູ ສອນສາດສະໜາຕອ ງສອນຄວ ามຈິ ງຢ ່ າ ງ ແ ຈ ່ ມ ແ ຈ ້ ງ

E. **1.** ເມື່ອສະເໜີຄຳໝັ້ນສັນຍາເຮົາຕ ອ ້ ງ ສັ ນ ຍ າ ພ ອ ນ ຢ ່ າ ງ ເ ຈ າ ະ ຈ ົ ງ . **2.** Correct **3.** ຖ ້ າ ເ ຮ ົ າ ຕ ິ ດ ຕ າ ມ ໂ ລ ກ ເ ຮ ົ າ ຊ ິ ເ ຊ ື ່ ອ ຟ ັ ງ ຢ ່ າ ງ ຊ ້ າ ໆ . **4.** Correct **5.** Correct **6.** ເຮົາຕອ ງ ຮ ູ ຢ ່ າ ງ ແ ນ ນ ອ ນ ວ ່ າ ພ ຣ ະ ເ ຢ ຊ ູ ຄ ື ພ ຣ ະ ຄ ິ ດ .

Tenses: Past, Present, and Future

A. **1.** ແອມອນໄດ້ສອນຊາວເລມັນ. **2.** ຂອ້ຍຮູ້ວ່າພຣະເຈົ້າຊົງປອບໂຍນເຈົ້າ. **3.** ການໄປການປະຊຸມຍິ່ງໃຫ່ຍສາມັນຄືຊິເປັນປະສົບການທີ່ດີ. **4.** ເຈົ້າຮູ້ສຶກຈັ່ງໃດເມື່ອເຈົ້າໄດ້ຮັບບັບຕິດສະມາ? **5.** ເຈົ້າກ ຳລັ ງ ອ ່ ານ ພ ຣ ະ ຄ ຳ ພ ີ ມ ໍ ມ ອ ນ ບ ໍ ? **6.** ຂ ອ ຍ ຫ າ ກ ຳ ໄ ດ ້ ຈ ົ ບ ອ ະ ທ ິ ຖ ານ **7.** ຂ ອ ຍ ຫ າ ກ ຳ ມ ີ ປ ະ ສ ົ ບ ກ ານ ຊ ຶ ່ ງ ຂ ອ ຍ ຢ າ ກ ເ ລ ົ ່ າ ໃ ຫ ້ ເ ຈ ົ ້ າ ຟ ັ ງ . **8.** ແ ພ ງ ຄ ິ ງ ຈ ະ ອ ່ ານ ບ ົ ດ ທ ີ ່ ເ ຮ ົ າ ເ ຊ ີ ນ ລ າ ວ ອ ່ ານ . **9.** ຂ ອ ້ ຍ ກ ຳ ລ ັ ງ ຈ ະ ແ ບ ່ ງ ປ ັ ນ ປ ະ ຈ ັ ກ ພ ະ ຍ ານ ຂ ອ ງ ຂ ອ ້ ຍ ນ ຳ ເ ຈ ົ ້ າ . **10.** ກ ານ ຕ ິ ດ ຕ າ ມ ຊ າ ຕ າ ນ ຄ ື ຊ ິ ເ ຮ ັ ດ ໃ ຫ ເ ສ ຍ ໃ ຈ ຫ ລ າ ຍ . **11.**ພ ຣ ະ ເ ຈ ົ ້ າ ຊ ົ ງ ຮ ັ ກ ເ ຮ ົ າ . **12.** ພ ຣ ະ ຜ ູ ້ ເ ປ ັ ນ ເ ຈ ົ ້ າ ຊ ົ ງ ໄ ດ ້ ສ ິ ່ ງ ເ ຮ ົ າ ມ າ ສ ູ ່ ໂ ລ ກ ນ ີ ້ ທ ີ ່ ຈ ະ ຮ ຽ ນ ແ ລ ະ ໄ ດ ້ ຮ ່ ຳ ລ ຶ ກ ກ ່ ວ ່ າ . **13.** ພ ວ ກ ເ ຮ ົ າ ສ ามาดเลือกาให้ตินเองวาเธิาจะติดตามพระผูสอยให้ลอดพ้นบ่? **14.** ขอยพอม/ภาำลังพาาข้พระคาำพีที่ขอยยากอาน ให้เจ้าฟัง. **15.** พระเยซูชิงได้รับบับติดสะมาในแมนาำโจดาน. **16.** ขอยพาาำอานข้พระคาำพีที่ขอยยากแบงปันนาำเจ้า. **17.** พระผูเป็นเจ้าชิประทานพระวินยานของพระอิงให้แก่เธิาเมื่อเธิารักสาพระบัญญัดของพระอิง. **18.** ขะนะที่นิไฟต์เธือเลมันและเลมูเอนจิม. **19.** พระคิดชิงได้เลือกาอักถะสาวิกาสิบสองคินที่จะขอยพระอิงเผิยแผ่พระกิดติคุณ. **20.** ขอยรูวาเมื่อเจ้าอานพระคาำพีข้นิเจ้าจะรูสึกาสะอัดดิพาบ. **21.** เธิาเพิงพะยายามกายเป็นเพื่อนดั่งพระบิดาเทิงสะหวันในขะนะเธิาอยู่โลกานี้. **22.** พระคาำพีม่มอนถูกขูนโดยผูขุายคินที่ถูกาพระเจ้าดินใจและที่ได้ฟังคาำบันชาของพระอิง **23.** เธิากาำลังจะไปเบิ่งสิดาธับบับติดสะมาอยู่โบด. **24.** หลักาำข้มั่นอาดจะชุอยผูสินใจของเธิารักสาคาำพั้นสัญญา. **25.** ขอยสามาดรูสึกาพระวินยานยากเข้มแขูงยู่ในบานของเจ้า. **26.** ขาวสานของเธิาจะขอยเจ้าต่ตามบันชาที่เจ้าประเชิญในชีวิด. **27.** ทุกคิน ตองสาระพาบบาบของเขาและถิ่มมันไอ.

B. **1.** ໄດ້ **2.** ສາມາດ **3.** ກ ຳ ລ ັ ງ **4.** ຊ ິ **5.** ສ ามาด **5.** ต อ ้ ง

C. **1.** ເມື່ອຂອ້ຍໄດ້ຮັບບັບຕິດສະມາຂອ້ຍຮູ້ສຶກສະອາດ. **2.** ມ ື ້ ອ ານ ນ ີ ້ , ເ ຈ ົ ້ າ (ໄ ດ ້) ອ ່ ານ ພ ะ ค า ำ พ ี บ ่ ? Because a time expression is used, ได้ is not necessary. **3.** ແ ອ ລ ມ າ ໄ ด ้ ส อ น ช า ว โ ช ล ั ม ก ง อ ั บ ส ั ด ท า . **4.** ข ำ เ จ ้ า ม า โ บ ด อ ั น อ า ท ิ ด น ี ้ ไ ด ้ บ ่ ? (ชิ is not used when you are asking a commitment.) **5.** ເ ຈ ົ ้ າ ม ั ก โ บ ด บ ่ ? (It sounds unnecessary to have ได้ in the sentence.) **6.** ເ ม ื ่ อ พ ร ะ เ ย ซ ู ค ิ ด ช ิ ง ไ ด ้ ส ะ เ ด ั ด ม า พ ร ะ อ ิ ง ส อ น , ป ิ น ป อ ถ ิ ่ ม เ จ ็ บ ป ว ด แ ล ะ ช ิ ด ใ ช ้ บ า บ ข อ ง เ ธ ิ า . (You don’t need to use ได้ with every verb, because the tense was stated with the first use.)

D. **1.** Correct **2.** Correct (ได้ is part of the verb “to hear” and does not mean the past tense in this sentence.) **3.** Correct **4.** Correct **5.** ເ จ ้ า อ า น พ ร ะ ค า ำ พ ี ม ่ ม อ น ไ ด ้ บ ่ ? (ชิ is not used when you are asking a commitment.) **6.** ป ะ ส ิ บ ก า น ข อ ง เ จ ้ า ค ื อ ช ิ ย า ก า ห ล า ย .

Changing Verbs into Nouns using ການ, ຄວາມ, ຄຳ, ຂໍ້ and ຂອງ

A. **1.** ຄ ວ າ ມ ง า ม ; beauty **2.** ຄ ว า ม ค ิ ด ; thought **3.** ค ำ เ ว ้ า ; spoken word(s) **4.** ค ำ ส อ น ; teaching(s) or ก า น ส อ น ; act of teaching **5.** ค ว า ม ล อ ด ; salvation **6.** ค ำ ถ า ม ; question(s) **7.** ก า น ร ั บ ; act of receiving **8.** ค ว า ม ร ั ก ; love **9.** ข อ ง ป ะ ท า น ; a royal (divine) gift; ก า น ป ะ ท า น ; act of giving (divine) **10.** ข ้ ย ก เ ว ้ น ; an exception **11.** ค ว า ม ด ี ; good (noun) **12.** ค ว า ม ช ั ่ ว ; evil (noun) **13.** ก า น ก ะ ท ำ ; actions/the act of doing **14.** ข อ ง ถ ู ก ; cheap item or thing

B. **1.** ແຜນແຫ່ງຄວາມລອດໃຫ້ຄວາມຫວັງແກ່ຂ້ອຍໃນຊີວິດນີ້. **2.** ເຈົ້າຄິດແນວໃດແດ່ເຈົ້າຊິຮູ້ວ່າເຈົ້າຮັບການໃຫ້ອະໄພບາບຂອງເຈົ້າແລ້ວໄດ້ ຈັ່ງໃດ?**3.** ຄຳສອນຂອງພຣະເຢຊູສາມາດຊ່ວຍຜູ້ໃດກໍໄດ້. **4.** ໃນເລື່ອງນີ້ການສອນຂອງພຣະເຢຊູໄດ້ຊ່ວຍປະຊາຊົນເຂົ້າໃຈໄດ້ແນວໃດ? **5.** ເຮົາຈະພັດທະນາຄວາມຄຸ້ດແຄ້ນຕໍ່ບາບຸໄດ້ຈັ່ງໃດ? **6.** ຂ້ອຍຮູ້ວ່າສິ່ງທີ່ຄູສອນສາດສະໜາຂອງຂ້ອຍໄດ້ສັ່ນວ່າໄວ້ແມ່ນຄວາມຈິງ. **7.** ພຣະຄຳພີແມ່ນຂໍ້ກຳໜົດຂອງເຮົາໃນຊີວິດນີ້. **8.** ໂດຍຜ່ານພຣະວິນຍານຂອງ ພຣະອົງເຮົາສາມາດຮັບການເປີດເຜີຍໃຫ້ທຸກຄົນໃນຊີວິດຂອງເຮົາ. **9.** ການຮູ້ຈັກພຣະບິດາເທິ່ງສະຫວັນແລະພຣະເຢຊູຄິດແລະການຮັກສາພຣະບັນຍັດຂອງພຣະອົງຈະນຳຄວາມສຸກເຂົຸ້້ມາໃນຊີວິດຂອງເຮົາ. **10.** ເຮົາສາມາດປ່ຽນທຸ່ຽບສັດທາກັບຂອງທ່ຽຍໆ ທີ່ເຮົາຕ້ອງພະຍາຍາຍໆໆພາກ່ຽນທີ່ຈະຫາມັນໄດ. **11.** ສາດສະດາສາມາດໃຫ້ຄຳເຕືອນແກ່ເຮົາເຖິງສິ່ງທີ່ເຮົາເຫັນບ່ໄດ. **12.** ບັດນີ້ອາດາມແລະເອວາຮູ້ຈັກຄວາມດີແລະຄວາມຊົ່ວ.

C. **1.** ຂ້ອຍຮູ້ວ່າພຣະຄຳພີມໍມອນເປັນຄວາມຈິງ. ການອ່ານຊິ່ຊ່ວຍເຈົ້າຮູ້ສຶກພຣະວິນຍານບໍລິສຸດ. **2.** ເມື່ອມີຄວາມທຸກທໍລະມານເຮົາສາມາດອະທິຖານຂໍຄວາມຊ່ວຍແລະການເປີດເຜີຍ. **3.** ຂ້ອຍຮູ້ວ່າເຈົ້າຊິ່ຫາຄຳຕອບຕໍ່ຄຳຖາມຂອງເຈົ້າເມື່ອເຈົ້າຮັກສາພຣະບັນຍັດ. This sentence could very well have used ຂໍ້ for both of these words, but the sentence shown is how the words are almost always said. **4.** ຂອງປະທານແຫ່ງພຣະວິນຍານເປັນພະຍານ່ເຖິງຄວາມຈິງ. **5.** ພຣະວິທານພິເສດຫລາຍ. ມັນເປັນບ່ອນທີ່ຂ້ອຍຮູ້ສຶກຄວາມຮັກຂອງພຣະເຈົ້າ. **6.** ສາດສະດ່ໃຫ້ການນ່ຳພາທີ່ຈະຊ່ວຍເຮົາກັບຄືນໄປອ່ໄສຢູ່ນ່ຳພຣະເຈົ້າອີກ. **7.** ພຣະເຈົ້າຊິ່ງເປີດເຜີຍຄວາມຈິງ. ພຣະອົງຊິ່ງເປີດເຜີຍມັນໂດຍຜ່ານສາດສະດ. **8.** ມັນສ່ຳຄົນຫລາຍວ່າເຮົາຮັກສາຂ້ຕິກ່ລົງຂອງເຮົາກັບຄົນອື່ນ.

D. **1.** Correct **2.** ເຮົາຕ້ອງເຮັດ່ການສຶກສາຂອງເຮົາໂດຍຄວາມພ່ກ່ຽນ. **3.** ການມີຄວາມຫວັງຊິ່ຊ່ອ່ຍສັດທ່ຂອງເຈຸ້. **4.** Correct **5.** ໃນພຣະວິທານເຮົາສ່ມ່ດຮູ້ສຶກ່ຄວ່ມສ່ງ່ບຂອງພຣະເຈຸ້. **6.** Correct **7.** Correct **8.** ຂ້ອຍຊິ່ອະທິຖານແລະຂໍ້ໃຫ້ພຣະເຈຸ້່ປະທ່ນ ຄ່ວ່ມເຂ້ັ່ມແຂ່ງ່ໃຫ້ເຈຸ້.

Direction of Action

A. **1.** ແ່ **2.** ໃ **3.** ເ **4.** ສ **5.** ເ **6.** ທ **7.** ແ **8.** ສ **9.** ໃ **10.** ໃ **11.** ຕ **12.** ໃ **13.** ແ **14.** ເ **15.** ທ **16.** ໃ

B. **1.** ຂໍ້ເຈ້ົ່ອ່ນຂ້ໍ້ທ່ສ່ອ່ງເ່ງ້ົ່ທ້ົ່ໄດ້ບ່? ຂ່ນ່ອ່ນຈ່ງ່ຄ່ດ່ເ່ງ້ົ່ຄ່ວ່ມໝ່ຍ່ຂ່ອ່ງ່ດ່ທ່ແ່. **2.** ແ່ຽ່ມ່ເ່ນ່ຽ່ເ່ນ່ໄ່ຫ່ເ່ລ່ມ່ນ່ຽ່ນ່ຢ່ເ່ງ່ໃ່ກ່ຳ່ແ່ໝ່ງ່ເ່ທ່ສ່ນ່ທ່ແ່ລ່ະ່ກ່ຳ ໄ່ຮ່ບ່ຄ່ວ່ມ່ປ່ກ່ປ່ອ່ງ. **3.** ຈ່ດ່ປ່ະ່ສ່ງ່ຂ່ອ່ງ່ເ່ຮ່ົ່ເ່ປ່ົ່ກ່ານ່ເ່ຊ່ືອ່ເ່ຊ່ີ່ນ່ທຸ່ກ່ຄ່ນ່ມ່ສູ່່ພ່ຣ່ະ່ຄ່ດ. **4.** ເ່ຮ່ົ່ເ່ຕ່ອ່ງ່ອ່ະ່ທ່ິ່ຖ່ານ່ຫ່ພ່ຣ່ະ່ເ່ຈ່ົ່ທ່ີ່ຈ່ະ່ຮູ່່ວ່ົ່ພ່ຣ່ະ່ຄ່ຳ່ພ່ີ່ມ່ມ່ອ່ນ່ແ່ມ່ນ ຄ່ວ່ມ່ຈ່ງ. **5.** ແ່ອ່ລ່ມ່ໄ່ປ່ຫ່ຳ່ເ່ມ່ືອ່ງ່ແ່ອ່ມ່ນ່ໃ່ອ່ຫ່ກ່ໍ່ຈ່ະ່ສ່ອ່ນ່ພ່ຣ່ະ່ກ່ດ່ຕ່ິ່ຄຸ່ນ. **6.** ເ່ຈ່ົ້ົ່ມ່ກ່ານ່ຣ່ະ່ວ່ດ່ເ່ສ່ັ່ນ່ໜ່ົ່ງ່ທ່ີ່ຜູ່້ສ່ນ່ໃ່ຈ່ຂ່ອ່ງ່ເ່ຮ່ົ່ໃ່ສ່ໄ່ປ່ໂ່ບ່ດ່ໄ່ດ້ບ່? **7.** ພ່ຣ່ະ່ເ່ຈ່ົ້ົ່ ປ່ະ່ທ່ານ່ຖ່ານ່ະ່ປ່ະ່ໂ່ລ່ທ່ິ່ດ່ໃ່ຫ່ແ່ກ່ສ່າ່ດ່ສ່ະ່ດ່ານ່ທຸ່່ກ່ທ່ານ່ທ່ີ່ຈ່ະ່ນ່ຳ່ພ່ານ່ສ່າ່ດ່ສ່ະ່ໜ່ານ່ຈ່ັ່ກ. **8.** ເ່ວ່ລ່ານ່ເ່ຮ່ົ່ເ່ອ່ົ່ານ່ຮ່ັ່ບ່ພ່ີ່ທ່ິ່ສ່ິ່ນ່ລ່ະ່ລ່ືມ່ເ່ຮ່ົ່ານ່ຄ່ວ່ນ່ຄ່ິ່ດ່ເ່ຖ່ິ່ງ່ກ່ານ່ຊ່ຶ່ດ່ໃ່ຊ່. **9.** ເ່ຈ່ົ້ົ່ສ່ານ່ມ່ານ່ດ່ອ່ະ່ທ່ິ່ຖ່ານ່ຫ່ານ່ພ່ຣ່ະ່ເ່ຈ່ົ້ົ່ແ່ລ່ະ່ບ່ອ່ກ່ນ່ພ່ຣ່ະ່ອ່ົ່ງ່ເ່ຖ່ິ່ງ່ຄຸ່່ນ່ຄ່ວ່ມ່ຮູ່້ສ່ຶ່ກ່ານ່ຂ່ອ່ງ່ເ່ຈ່ົ້ົ່. **10.** ເ່ຮ່ົ້ົ່ຕ່ໍ່ໃ່ໝ່ພ່ັ່ນ່ທ່ະ່ສ່ັ່ນ່ຍ່ານ່ບ່ັ່ບ່ຕ່ິ່ດ່ສ່ະ່ມ່າ່ຂ່ອ່ງ່ເ່ຮ່ົ່ານ່ຢູ່່ໂ່ບ່ດ່ໄ່ດ. **11.** ຄ່ອ່ບ່ຄ່ົ່ວ່ຂ່ອ່ງ່ເ່ຮ່ົ່ານ່ສ່ານ່ມ່ານ່ດ່ນ່ຳ່ຄ່ວ່ມ່ສຸ່່ກ່ານ່ແ່ລ່ະ່ຄ່ວ່ມ່ສ່ະ່ງ່ົ່ບ່ມ່າ່ສູ່່ຊ່ີ່ວ່ິ່ດ່ເ່ຮ່ົ່ານ່. **12.** ໃ່ນ່ຂ່ະ່ນ່ະ່ຂ່ອ່ຍ່ອ່ານ່ຂ້ໍ້ທ່ິ່ສ່ີ່ເ່ຖ່ິ່ງ່ແ່ປ່ດ່ຂ່ໍ່ໃ່ສ່ໃ່ຈ່ເ່ຖ່ິ່ງ່ສ່ິ່ງ່ທ່ີ່ນ່ີ່ໄ່ຟ່ເ່ຮ່ັ່ດ່ທ່ີ່ຈ່ະ່ແ່ກ່ໄ່ຂ່ປ່ັ່ນ ຫ່ານ່ຂ່ອ່ງ່ລ່ານ່ວ. **13.** ແ່ອ່ລ່ມ່ານ່ຫ່ັ່ນ່ໄ່ປ່ຫ່ານ່ຊ່ານ່ວ່ໂ່ຊ່ລ່ັ່ມ່ທ່ີ່ຖ່ອ່ມ່ຕ່ົ່ນ່ເ່ພ່ານ່ະ່ເ່ຂ່ົ່ານ່ເ່ຈ່ົ້ົ່ຕ່ງ່ມ່ຟ່ັ່ງ່ພ່ຣ່ະ່ຄ່ຳ. **14.** ພ່ຣ່ະ່ຜູ່້ເ່ປ່ັ່ນ່ເ່ຈ່ົ້ົ່ຢູ່່ເ່ທ່ິ່ງ່ສ່ະ່ຫ່ວ່ັ່ນ່ແ່ລ່ະ່ພ່ຣ່ະ່ອ່ົ່ງ່ຊ່ິ່ງ່ເ່ບ່ິ່ງ່ ແ່ຍ່ງ່ເ່ຮ່ົ່ານ່ທຸ່່ກ່ມ່ື້ົ່.

D. **1.** ມ້ື້ນ່ີ້ເ່ຮ່ົ່ານ່ຊ່ິ່ສ່ອ່ນ່ເ່ຖ່ິ່ງ່ກ່ານ່ຊ່ິ່ດ່ໃ່ຊ້ົ່. **2.** ພ່ຣ່ະ່ເ່ຢ່ຊູ່່ຄ່ິ່ດ່ໄ່ດ້ດ່ຳ່ລ່ິ່ງ່ພ່ຣ່ະ່ຊ່ິ່ນ່ທ່ີ່ດ່ີ່ພ່ອ້ົ່ມ່ເ່ມ່ືອ່ພ່ຣ່ະ່ອ່ົ່ງ່ຢູ່່ເ່ທ່ິ່ງ່ໂ່ລ່ກ. **3.** ເ່ຮ່ົ່ານ່ຄ່ວ່ນ່ອ່ະ່ທ່ິ່ຖ່ານ່ຫ່ານ່ພ່ຣ່ະ່ ເ່ຈ່ົ້ົ່ທຸ່່ກ່ມ່ື້ົ່. **4.** ກ່ານ່ເ່ປ່ົ່ດ່ເ່ຜ່ີ່ຍ່ຖ່ືກ່ປ່ະ່ທ່ານ່ໃ່ຫ່ແ່ກ່ເ່ຮ່ົ່ານ່ໂ່ດ່ຍ່ຜ່ານ່ພ່ຣ່ະ່ວ່ິ່ນ່ຍ່ານ. **5.** ຖ່ານ່ຜູ່້ໃ່ດ່ຜູ່້ໜ່ົ່ງ່ຂ່ານ່ດ່ປ່ັ່ນ່ຍ່ານ່ຜູ່້ນ່ັ່ນ່ຈ່ົ່ງ່ຕ່ອ່ງ່ອ່ະ່ທ່ິ່ຖ່ານ່ຫ່ານ່ພ່ຣ່ ຈ່ົ້ົ່ານ່. **6.** ແ່ຕ່ລ່ະ່ຄ່ົ່ນ່ສ່ານ່ມ່ານ່ດ່ອ່ະ່ທ່ິ່ຖ່ານ່ຫ່ານ່ພ່ຣ່ະ່ ເ່ຈ່ົ້ົ່. **7.** ເ່ຮ່ົ່ານ່ຕ່ອ່ງ່ພ່ານ່ກ່ານ່ພ່ຽ່ນ່ໃ່ນ່ກ່ານ່ອ່ະ່ທ່ິ່ຖ່ານ່ກ່ງ່ວ່ກ່ັ່ບ່ພ່ຣ່ະ່ຄ່ຳ່ພ່ີ່ມ່ມ່ອ່ນ່ຈ່ົ່ນ່ເ່ຖ່ິ່ງ່ພ່ຣ່ະ່ເ ຈ່ົ້ົ່ານ່ຕ່ອ່ບ່ຄ່ຳ່ອ່ະ່ທ່ິ່ຖ່ານ່ຂ່ອ່ງ່ເ່ຮ່ົ່ານ່. **8.** ຂ່ອ່ຍ່ຢ່ານ່ຊ່ອ່ຍ່ຄ່ົ່ນ່ອ່ື່ນ່ໆ ມ່ານ່ສູ່່ພ່ຣ່ະ່ເ່ຢ່ຊູ່່ຄ່ິ່ດ.

E. **1.** ຂໍ້ໃ່ຫ້ພ່ຣ່ະ່ອ່ົ່ງ່ອ່ວ່ຍ່ພ່ອ່ນ່ເ່ຮ່ົ່ານ່ເ່ພ່ື່ອ່ມ່ີ່ຄ່ວ່ມ່ເ່ຂ້ັ່ມ່ແ່ຂ່ງ. **2.** ພ່ຣ່ະ່ຄ່ຳ່ພ່ີ່ສ່ອ່ນ່ເ່ຖ່ິ່ງ່ຄ່ວ່ມ່ຮ່ັ່ກ່ຂ່ອ່ງ່ພ່ຣ່ະ່ເ ຈ່ົ້ົ່ານ່. **3.** ເ່ຮ່ົ່ານ່ຕ່ອ້ົ່ງ່ມ່ີ່ສ່ັ່ດ່ທ່ານ່ເ່ມ່ືອ່ຢູ່່ເ່ທ່ິ່ງ່ໂ ລ່ກ. **4.** Correct **5.** Correct **6.** ຫ່ລ່ັ່ງ່ຈ່ານ່ເ່ຮ່ົ່ານ່ຮ່ັ່ບ່ບ່ັ່ບ່ຕ່ິ່ດ່ສ່ະ່ມ່ານ່ເ່ຮ່ົ່ານ່ຄ່ວ່ນ່ສ່ອ່ນ່ພ່ຣ່ະ່ກ່ິ່ດ່ຕ່ິ່ຄຸ່ນ ໃ່ຫ່ແ່ກ່ທຸ່່ກ່ຄ່ົ່ນ. **7.** ບ່ານ່ເ່ທ່ືອ່ພ່ຣ່ະ່ເ ຈ່ົ້ົ່ານ່ປ່ະ່ທ່ານ່ ພ່ອ່ນ່ເ່ຮ່ົ່ານ່ໂ່ດ່ຍ່ຜ່ານ່ຄ່ຳ່ຕ່ອ່ບ່ຕ່ໍ່ຄ່ຳ່ອ່ະ່ທ່ິ່ຖ່ານ່ຂ່ອ່ງ່ເ່ຮ່ົ່ານ່. **8.** Correct

Passive Construction ຖ່ກ,ໄ່ດ້ຮ່ັ່ບ

A. **1.** ສ່ິ່ດ່ອ່ຳ່ນ່ານ່ຖ່ກ່ເ່ສ່ຍ່ຫ່ລ່ັ່ງ່ຈ່ານ່ອ່ັ່ກ່ຄ່ະ່ສ່ານ່ວ່ກ່ານ່ຕ່ານ. **2.** ພ່ິ່ທ່ີ່ການ ຖ່ກ່ປ່ະ່ກ່ານ່ອ່ບ່ໃ່ນ່ພ່ຣ່ະ່ວ່ິ່ທ່ານ. **3.** ພ່ຣ່ະ່ກ່ິ່ດ່ຕ່ິ່ຄຸ່ນ ຖ່ກ່ສ່ອ່ນ່ໃ່ຫ້ທຸ່່ກ່ຄ່ົ່ນ່ຟ່ັ່ງ. **4.** ພ່ັ່ນ່ທ່ະ່ສ່ັ່ນ່ຍ່ານ່ຖ່ກ່ເ່ຮ່ັ່ດ່ໄ່ວ່ເ່ມ່ືອ່ເ່ຮ່ົ່ານ່ຮ່ັ່ບ່ບ່ັ່ບ່ຕ່ິ່ດ່ສ່ະ່ມ່າ. **5.** ຄ່ຳ່ສ່ອ່ນ່ຖ່ກ່ຮ່ັ່ກ່ສ່ານ່ໂ່ດ່ຍ່ພ່ວ່ກ່ອ່ັ່ກ່ຄ່ະ່ສ່ານ່ວ່ກ່ານ່ຂ່ອ່ງ່ສ່ານ່ດ່ສ່ະ່ໜ່ານ່ຈ່ັ່ກ. **6.** ຫ່ລ່ັ່ກ່ທ່ຳ່ຖ່ກ່ຮ່ຽ່ນ່ເ່ມ່ືອ່ເ່ຮ່ົ່ານ ຮ່ັ່ກ່ສ່ານ່ພ່ຣ່ະ່ບ່ັ່ນ່ຍ່ັ່ດ. **7.** ປ່ະ່ຈ່ັ່ກ່ພ່ະ່ຍ່ານ່ຖ່ກ່ຂ່ຽ່ນ່ໄ່ວ່. **8.** ສ່ິ່ງ່ມ່ະ່ທ່ັ່ດ່ສ່ະ່ຈ່ັ່ນ່ຖ່ກ່ຜູ່້ຕ່ິ່ດ່ຕ່ານ່ພ່ຣ່ະ່ຄ່ິ່ດ່ກ່ະ່ທ່ຳ. **9.** ບ່ານ່ບ່ຖ່ກ່ອ່ະ່ໄ່ພ. **10.** ສ່ານ່ດ່ສ່ະ່ໜ່ານ່ຈ່ັ່ກ່ຖ່ກ່ສ່ານ່ງ ຕ່ັ່ງ່ເ່ທ່ິ່ງ່ກ່ານ່ເ່ປ່ົ່ດ່ເ່ຜ່ີ່ຍ່ຈ່ານ່ພ່ຣ່ະ່ເ ຈ່ົ້ົ່ານ່. **11.** ພ່ອ່ນ່ຖ່ກ່ສ່ັ່ນ່ຍ່ານ່ໄ່ວ່ໃ່ຫ່ຄ່ົ່ນ່ສ່ັ່ດ່ຊ່ື່. **12.** ຄ່ວ່ມ່ຈ່ິ່ງ່ຖ່ກ່ເ່ປ່ົ່ດ່ເ່ຜ່ີ່ຍ່ແ່ກ່ຄ່ົ່ນ່ຊ່ື່ສ່ັ່ດ. **13.** ອ່ຳ່ນ່ານ່ຖ່ກ່ປ່ະ່ທ່ານ່ໃ່ຫ່ແ່ກ່ເ່ຮ່ົ່ານ ທ່ີ່ຈ່ະ່ຊ່ອ່ຍ່ເ່ຮ່ົ່ານ່ເ່ອ່ົ່ານ່ຊ່ະ່ນ່ະ່ການ ລ້ໍ່ລ່ວ່ງ່ຂ່ອ່ງ່ມ່ານ ຊ່ານ ຕ່ານ. **14.** ບ່ານ່ລ່ະ່ເ່ດ່ີ່ສ່ີ່ທ່ານ່ໄ່ດ້ຮ່ັ່ບ່ການ ເ່ອ່ົ່ານ ໃ່ຫ່ເ່ປ່ັ່ນ່ຜູ່້ສ່ອ່ນ່ຢູ່່ບ່ານ.

B. **1.** Joseph Smith was killed to seal his testimony of the Gospel. [ເ່ຂ່ົ່ນ]ຂ້ານ່ໂ່ຢ່ເ່ຊ່ັ່ບ່ສ່ະ່ມ່ົ່ດ. **2.** We will be judged according to our works and desires. [ພ່ຣ່ະ່ເ ຈ່ົ້ົ່ານ່ຊ່ິ່ພ່ິ່ພ່ານ່ສ່ານ່ເ່ຮ່ົ່ານ່ຕ່ານ່ມ່ານ່ການ ກ່ະ່ທ່ຳ່ແ່ລ່ະ່ຄ່ວ່ມ່ປ່ານ ຖ່ະ່ໜ່ານ່ຂ່ອ່ງ່ເ່ຮ່ົ່ານ. **3.** President Thomas Monson was called of God. ພ່ຣ່ະ່ເ ຈ່ົ້ົ່ານ່ໄ່ດ່ເ່ອ່ົ່ານ່ປ່ະ່ທ່ານ່ ໂ່ທ່ມ່ັ່ດ່ມ່ອ່ນ່ຊ່ັ່ນ. **4.** When Satan has influence in our lives, we might be led by him. ເ່ມ່ືອ່ຊ່ານ ຕ່ານ່ມ່ີ່ອ່ິ່ດ່ຕ່ິ່ພ່ົ່ນ່ໃ່ນ່ຊ່ີ່ວ່ິ່ດ່ຂ່ອ່ງ່ເ່ຮ່ົ່ານ,ມ່ັ່ນ່ອ່ານ ຈ່ະ່ຊ່ົ່ນ່ຳ່ເ່ຮ່ົ່ານ. **5.** If we stop going to church, our testimony might be lost. ຖ່ານ່ເ່ຮ່ົ່ານ ເ່ຊ່ົ່ານ່ໄ່ປ່ໂ່ບ່ດ່ເ່ຮ່ົ່ານ່ອ່ານ ຈ່ະ່ເ່ສ່ຍ່ປ່ະ່ຈ່ັ່ກ່ພ່ະ່ຍ່ານ່ຂ່ອ່ງ່ເ່ຮ່ົ່ານ. **6.** The writings of prophets are contained in the scriptures. ພ່ຣ່ະ່ຄ່ຳ່ພ່ີ່ບ່ັ່ນ່ຈຸ່່ຄ່ຳ່ຂ່ຽ່ນ່ຂ່ອ່ງ່ສ່ານ່ດ່ສ່ະ່ດ່ານ.

C. **1.** ພ່ຣ່ະ່ກ່ິ່ດ່ຕ່ິ່ຄຸ່ນ ຖ່ກ່ສ່ອ່ນ່ໂ່ດ່ຍ່ສ່ານ່ດ່ສ່ະ່ດ່ານ. **2.** ແ່ອ່ວ່ເ່ດ່ີ່ຈ່ອ່ນ່ຊ່ັ່ນ່ໄ່ດ້ຮ່ັ່ບ່ແ່ຕ່ງ່ຕ່ັ່ງ່ໃ່ຫ້ເ່ປ່ັ່ນ່ຜູ່້ສ່ອ່ນ່ສ່ານ່ດ່ສ່ະ່ໜ່ານ. **3.** ຫ່ລ່ັ່ກ່ທ່ຳ່ເ່ຫ່ລ່ົ່ານ່ນ່ີ້ົ່ຖ່ກ່ສ່ານ ສ່ອ່ນ່ໃ່ນ່ພ່ຣ່ະ່ຄ່ຳ່ພ່ີ່. **4.** ລ່ກ່ຖ່ກ່ສ່ອ່ນ່ໃ່ຫ່ເ່ຊ່ືອ່ຟ່ັ່ງ. **5.** ພ່ອ່ນ່ຖ່ກ່ເ່ສ່ຍ່ໄ່ປ່ໂ່ດ່ຍ່ຜ່ານ່ການ ບ່ໍ່ເ່ຊ່ືອ່ຟ່ັ່ງ. **6.** ພ່ວ່ກ່ອ່ັ່ກ່ຄ່ະ່ສ່ານ່ວ່ກ່ານ່ໄ່ດ່ຮ່ັ່ບ່ເ່ລ່ືອ່ກ່ຈ່ານ່ ພ່ຣ່ະ່ເ່ຢ່ຊູ່່ຄ່ິ່ດ.

D. **1.** ແ່ຜ່ນ່ຂ່ອ່ງ່ພ່ຣ່ະ່ເ ຈ່ົ້ົ່ານ່ຖ່ກ່ຈ່ັ່ດ່ຕ່ັ່ງ່ເ່ພ່ື່ອ່ໃ່ຫ້ເ່ຮ່ົ່ານ່ມ່ີ່ຄ່ວ່ມ່ສຸ່່ກ. **2.** Correct **3.** ເ່ຮ່ົ່ານ່ຖ່ກ່ພ່ຣ່ະ່ເ ຈ່ົ້ົ່ານ່ນ່ຳ່ພ່ານ່ເ່ມ່ືອ່ເ່ຮ່ົ່ານ່ມ່ີ່ຄ່ວ່ມ່ຖ່ອ່ມ່ຕ່ົ່ວ. **4.** Correct **5.** ອ່ີ່ນ່ັ່ດ່ຖ່ກ່ພ່ຣ່ະ່ເ ຈ່ົ້ົ່ານ່ອ່ະ່ໄ່ພ່ບ່ານ ເ່ມ່ືອ່ເ່ພ່ີ່ນ່ໃ່ຊ່ສ່ັ່ດ່ທ່ານ່ໃ່ນ່ພ່ຣ່ະ່ກ່ິ່ດ. **6.** Correct

Review 1: Describing Actions and Events

A. ໃນຊີວິດຂອງເຮົາຢູ່ເທິງໂລກເຮົາຕ້ອງອົດທົນຢ່າງພາກພຽນ. ທຸກມື້ເຮົາມີຄວາມສຸກແລະຄວາມໂສກເສົ້າ. ເຮົາອາໄສກັບປະຈັກພະຍານຂອງເຮົາເພື່ອພາເຮົາໄປຜ່ານຄວາມໂສກເສົ້າເຫລົ່ານີ້. ຊີວິດຢູ່ໂລກສຳຄັນຫລາຍເພາະວ່າໃນເວລານີ້ເຮົາສາມາດຕຽມພ້ອມກັບຄືນໄປຫາພຣະເຈົ້າອີກ. ເມື່ອເຮົາຕາຍເຮົາເອົາຊັບສົມບັດໄປສະຫວັນບໍ່ໄດ. ຫລັງຈາກທຸກຄົນໄປໂລກວິນຍານເຮົາຊື່ຮັບການພິພາກສາສຸດທ້າຍ. ຄວາມເມດຕາຂອງພຣະເຈົ້າບໍ່ຫມົດ. ຂອຍຮູ້ວ່າເຮົາຈະມີໂອກາດອາໄສຢູ່ກັບພຣະອົງພ້ອມດ້ວຍຄອບຄົວຂອງເຮົາອີກຖ້າເຮົາກັບໃຈຈາກບາບແລະເຊື່ອຟັງພຣະເຈົ້າ.

B. **1.** ຂ້ອຍບໍ່ເຄີຍກິນອາຫານລາວຈັກເທື່ອ. (Study 'Have you ever- ເຄີຍ'') **2.** ສາດສະດາພາເຮົາກັບຄືນໄປຫາພຣະເຈົ້າອີກ. (Study ''Bringing and Taking'') **3.** ເມື່ອໄປໂບດເຮົາຕ້ອງຖືເອົາພຣະຄຳພີໄປ.(Study ''Bringing and Taking'') **4.** ເຈົ້າຊ່ວຍຂ້ອຍໄຂປະຕູໄດ້ບໍ່? (Study ''Opening and Closing'') **5.** ພຣະບິດາອາໄສຢູ່ເທິງສະຫວັນ.(Study ''Prepositions'') **6.** ເຈົ້າອ່ານພຣະຄຳພີແລ້ວລະບໍ? (Study ''Finished yet, yes/no?'') **7.** ຖ້າເຮົາຮັກສາກົດເງື່ອນໄຂສົມບູນພຣະເຈົ້າຊີໄຂສະຫວັນແລະປະທານພອນໃຫ້ເຮົາ. (Study ''Opening and Closing'') **8.** ໂດຍການຊີ້ດໃຊ້ເຮົາສາມາດກັບໄປຫາພຣະບິດາເທິງສະຫວັນ.(Study ''Accompanyment'') **9.** ພຣະເຈົ້າສ່ວນຫຼາຍຂອງເຮົາກ່ອນເຮົາເກີດຢູ່ໂລກ. (Study ''Prepositions'') **10.** ຂ້ອຍອ່ານຂໍ້ນັ້ນແລ້ວ.(Study ''Finished yet, yes/no?'') **11.** ຂ້ອຍຊິໄປນອດໄຟເພາະວ່າຂ້ອຍຢາກນອນ.(Study ''Opening and Closing'') **12.** ເພື່ອຟັງດີໆເຮົາຕ້ອງປິດປາກ.(Study ''Opening and Closing'') **13.** ເມື່ອເຮົາອະທິຖານແລ້ວເຮົາຮູ້ສຶກຄວາມຮັກຂອງພຣະເຈົ້າ.(Study ''Finished yet, yes/no?'') **14.** ຂ້ອຍຢາກໄປຢ້ຽມຢາມຄອບຄົວນັ້ນນຳເຈົ້າ.(Study ''Accompanyment'') **15.** ຂ້ອຍຊິເອົາພຣະຄຳພີມາບານຂອງເຈົ້າ.(Study ''Bringing and Taking'') **16.** ເຈົ້າເຄີຍຮູ້ສຶກພຣະວິນຍານບໍລິສຸດໃນຊີວິດຂອງເຈົ້າບໍ່?(Study 'Have you ever- ເຄີຍ'')

C. **1.** ຂ້ອຍບໍ່ເຄີຍໄປການປະຊຸມຍັບຍັ້ງຕິດສະມາ. **2.** ພຣະຄຳພີພ້ອມດ້ວຍພຣະວິນຍານແມ່ນສິ່ງທີ່ຊ່ວຍຫລາຍທີ່ສຸດ. **3.** ບ້ານຂອງແກ້ວຖັດກັບວັດລາວ. **4.** ບະລາເດີແສງຈະອະທິຖານປິດ. **5.** ເຈົ້າຄິດແນວໃດແດ່ພຣະເຈົ້າຈະເປີດສະຫວັນແລະປະທານພອນໃຫ້ແກ່ເຮົາຈັ່ງໃດເມື່ອເຮົາຈ່າຍເງິນສອນສິບ? **6.** ພຣະວິນຍານຂອງພຣະອົງຈະຢູ່ນຳເຮົາເມື່ອເຮົາຮັກສາພຣະບັນຍັດຂອງພຣະອົງ. **7.** ເຈົ້າຢາກບະລາເດີແສງພາເຈົ້າມາໂບດບໍ? **8.** ເຈົ້າອະທິຖານແລ້ວຫລືຫຍັງ? **9.** ເຈົ້າເຄີຍຖາມຕົນເອງວ່າເຮົາຊິໄປໃສຫລັງຈາກເຮົາຕາຍບໍ່? **10.** ກະລຸນາຢ່ານອດໄຟແດ. **11.** ພວກສາດສະດານຳພາສາດສະໜາຈັກພາຍໃຕ້ການນຳພາຂອງພຣະເຢຊູຄິດ. **12.** ຂ້ອຍຊິອະທິຖານປິດແລະຂໍໃຫ້ພຣະເຈົ້າຊ່ວຍເຈົ້າຮູ້ວ່າຄຳສ່ອນເຫລົ່ານີ້ຈິງ. **13.** ມັນມີເວລາລະຫວ່າງການຕາຍແລະການການເປັນຄືນມາຈາກຕາຍ. **14.** ສິ່ງອັດສະຈັນຢູ່ໂລກນີ້ໜ້ດແລ້ວບໍ່? **15.** ຂ້ອຍຢາກໄປຢ້ຽມຢາມອະທິການຕອນແລງນີ້ນຳເຈົ້າ. **16.** ຫລັງຈາກເຈົ້າອະທິຖານເສັດແລ້ວ,ເຈົ້າຮູ້ສຶກຈັ່ງໃດ?

Review 2: Describing Actions and Events

A. ເມື່ອຂ້ອຍເຂົ້າໄປໃນພຣະວິຫານເທື່ອທຳອິດຂ້ອຍໄດ້ຮູ້ສຶກເຖິງພຣະວິນຍານບໍລິສຸດຢ່າງແຂງແຮງຫລາຍ. ມັນມີຄວາມສະຫງົບຫລາຍພາຍໃນພຣະວິຫານ. ຂ້ອຍຖືກສອນກ່ຽວກັບຄວາມຮັກຂອງພຣະເຈົ້າທີ່ພຣະອົງມີຕໍ່ຂ້ອຍ. ຫລັງຈາກຂ້ອຍອອກມາແລ້ວຂ້ອຍໄດ້ມີຄວາມປາຖະຫນາທີ່ຈະກັບໄປອີກ. ຢູ່ໃນພຣະວິຫານຂອງພຣະເຈົ້າພວກເຮົາໄດ້ຮັບການສິດສອນກ່ຽວກັບສິ່ງທີ່ເປັນທາງວິນຍານ. ພວກເຮົາຮຽນຮູ້ວ່າຄອບຄົວສາມາດກັບຄືນໄປຫາສະຫວັນນຳກັນໄດ້ແນວໃດ. ຫາກວ່າຄວາມກ້າວິນປະເພດໃດno tense neededລົບກວນເຮົາ ,ເຮົາສາມາດຮູ້ສຶກເຖິງອຳນາດຂອງພຣະເຈົ້າໃນພຣະວິຫານເຊິ່ງປົ່ນປົວເຮົາໄດ. ຖ້າເຮົາຢາກເຂົ້າພຣະວິຫານເຮົາຕ້ອງດຳລົງຊີວິດຂອງເຮົາຢ່າງຊອບທຳ. ຢູ່ຝາພຣະວິຫານຂ້າງນອກມັນມີຄຳຂຽນທີ່ວ່າ"ຄວາມສັກສິດຕໍ່ພຣະເຈົ້າເຮືອນຂອງພຣະເຈົ້າ." ຂ້ອຍຮູ້ວ່າໃນພຣະວິຫານຂອງພຣະເຈົ້າພວກເຮົາຮຽນຄວາມຈິງຂອງພຣະຜູ້ຊ່ວຍໃຫ້ລອດ.

B. ນ້ອງຊາຍຂອງຂ້ອຍຈະຮັບບັບຕິດສະມາໃນອາທິດຊິມາ. ເປັນເວລາສອງເດືອນລາວເວົ້າກ່ຽວກັບບັບຕິດສະມາຕະລອດເວລາ. ຂ້ອຍຮູ້ວ່າລາວຊິຮັບບັບຕິດສະມາຢ່າງຈິງໃຈ. ຍອນວ່າຄອບຄົວຂອງເຮົາໄດ້ເຊົ່າໄປໂບດຊົ່ວຄາວ,ນ້ອງຊາຍຂອຍຈຶ່ງກ່ອນອາຍຸແປດປີກ່ອນໄດ້ຮັບ ບັບຕິດສະມາແລະຖືກຢືນຢັນເປັນສະມາຊິກ.ເພາະສະນັ້ນພວກຜູ້ສອນສາດສະໜາກໍ່ຂີ່ລົດຖີບມາບ້ານຂອງເຮົາເພື່ອສອນນ້ອງຊາຍຂອງຂ້ອຍ. ເຂົາເຈົ້າໄດ້ສອນຄອບຄົວທັງຫມົດຂອງເຮົາກ່ຽວກັບຄຳເວົ້າຂອງພຣະຜູ້ເປັນເຈົ້າໃນພຣະຄຳພີແລະຂອງສາດສະດາ. ມື້ຫນຶ່ງເມື່ອ ເຂົາເຈົ້າno tense neededເລີ່ມສອນຂ້ອຍໄດ້ຮູ້ສຶກພຣະວິນຍານບໍລິສຸດບອກໃຫ້ຂ້ອຍເອົາໃຈໃສ່ຟັງຄຳເວົ້າຂອງພວກແອວເດີ. ເຂົາເຈົ້າສອນຢ່າງແຈ່ມແຈ້ງ ເລື່ອງການຟື້ນຟູພຣະກິດຕິຄຸນແລະຂ້ອຍໄດ້ຮັບປະຈັກພະຍານວ່າໂຢເຊັບສະມິດເປັນສາດສະດາທີ່ແທ້ຈິງ. ຫລັງຈາກນັ້ນບໍ່ດົນຂ້ອຍຕັດ ສິນໃຈຂອກໄປສອນສາດສະໜາເພື່ອຊ່ວຍຄົນອື່ນມາສູ່ພຣະຄຣິດແລະຮູ້ສຶກຄວາມສຸກເຊິ່ງຂ້ອຍເອງຮູ້ສຶກ. ຂອບຄຸນພຣະເຈົ້າສຳລັບພຣະບຸດຂອງພຣະອົງແລະການຊົດໃຊ້ຂອງພຣະບຸດນັ້ນທີ່ມີອຳນາດໃນການປ່ຽນແປງຊີວິດຂອງຜູ້ຄົນ!

C. **1.** ຖ້າເຮົາເຊື່ອຟັງພຣະວິນຍານຈະເຂົ້າມາໃນໃຈຂອງເຮົາໄດ້.(Study ''Verbs of Locomotion'') **2.** ການຊ່ວຍຄົນມາສູ່ພຣະຄຣິດຄືມວນຫລາຍ. (Study ''Direction of Action'') **3.** ມື້ຄືນນີ້ຂ້ອຍມີຄວາມຝັນຄືກັນກັບລີໄຮ. (Study ''Changing Verbs into Nouns using ການ, ຄວາມ, ຄຳ and ຂອງ'') **4.** ຜູ້ສອນສາດສະໜາຂັບລົດສີແດງ. (Study ''Adverbs'') **5.** ພວກອັກຄະສາວິກາຖືກຄົນຊົ່ວຂົ່ມເຫັງ. (Study ''Passive Construction'') **6.** ໂດຍການຊົດໃຊ້ພວກເຮົາຖືກຊຳລະຈາກບາບໄດ. (Study ''Changing Verbs into Nouns using ການ, ຄວາມ, ຄຳ and ຂອງ'') **7.** ຂໍມອບພຣະຄຳພີມໍມອນເຫລັ້ມນີ້ໃຫ້ແກ່ແສງພຣະຈິດແດ. (Study ''Direction of Action'') **8.** ນັບຖືພຣະເຢຊູໂດຍການຮັບໃຊ້ພຣະອົງຢ່າງຈິງໃຈ. (Study ''Adverbs'') **9.** ເຫື່ອກ່ອນພວກເຮົາ(no tense needed because of the time indicator ເຫື່ອກ່ອນ) ອ່ານພຣະຄຳພີມໍມອນບ໊ດໃດກັບເຈົ້າ? (Study ''Tenses'') **10.** ສິດທິຊົນບາງຄົນໄດ້ຂີ່ເຮືອມາຈາກປະເທດອື່ນໆເພື່ອຮວມກັບສິດທິຊົນຢູ່ຢູທາ. (Study 'Verbs of Locomotion'') **11.** ຂ້ອຍຮູ້ຢ່າງເດັດຂາດວ່າພຣະເຈົ້າຊົ່ຕອບຄຳອະທິຖານຂ້ອງເຈົ້າ. (Study 'Adverbs'').**12.** ເຈົ້າຫາກຳໄດ້ອ່ານບ໊ດທີ່ໜຶ່ງໃນພຣະຄຳພີມໍມອນບໍ່? (Study ''Tenses'') **13.** ພວກເຮົາຄວນເອົາໃຈໃສ່ສິ່ງທາງວິນຍານໃນຊີວິດນີ້. (Study ''Adverbs'') **14.** ຕອນເຊົ້ານີ້ຄູສອນສາດສະໜາໄດ້ລັກຂັດເກີບຂອງຂ້ອຍ. (Study ''Tenses'') **15.** ດຽວນີ້ຂ້ອຍກຳລັງຍ່າງໄປບ້ານຂອງຜູ້ສົນໃຈ. (Study ''Tenses'') **16.** ເຮົາຊິຖືກພຣະເຈົ້າພິພາກສາຫລັງຈາກເຮົາຕາຍ. (Study ''Passive Construction'')

D. **1.** ຄວາມສະງົບຈະເຂົ້າມາໃນໃຈຂອງເຮົາເມື່ອເຮົາອະໄພຄົນອື່ນ. **2.** ພໍ່ເຮົາກຳລັງອອກໄປຜູ້ຊາຍຜູ້ໜຶ່ງໄດ້ມາຖາມເຮົາເລື່ອງພຣະຜູ້ເປັນເຈົ້າ. **3.** ການແບ່ງປັນປະຈັກພະຍານຈະຊ່ວຍໃຫ້ມັນເຂັ້ມແຂງຂຶ້ນ. **4.** ອາດາມແລະເອວາຖືກຂັບຊຸບໍ່ໃຫ້ກິນໝາກໄມ. **5.** ເມື່ອເຮົາກັບໃຈຢ່າງໃຈຈິງພຣະເຈົ້າຈະອະໄພເຮົາ. **6.** ເຮົາຢາກເວົ້າເຖິງຄວາມສຳຄັນຂອງຄອບຄົວ. **7.** ຈົ່ງຍອມໃຫ້ການຊົດໃຊ້ເອົາຄວາມຢ່ານອອກມາຈາກໃຈຂອງເຈົ້າ. **8.** ການຮັບບັບຕິດສະມາຄືຊິເຮັດໃຫ້ຂອຍມີຄວາມສຸກ. **9.** ເຮົາກຳລັງຈະສອນເຈົ້າກ່ຽວກັບການຟື້ນຟູພຣະກິດຕິຄຸນ. **10.** ເຮົາອອກໄປຈາກກິດຈະກຳຕອນແປດໂມງ. **11.** ຜູ້ນັ້ນແຫ່ລະແມ່ນຄົນທີ່ໄດ້ໃຫ້ພຣະຄຳພີມໍມອນແກ່ຂອຍ. **12.** ພຣະຄຳຂອງພຣະຄົດຖືກບັນຈຸໃນພຣະຄຳພີ. **13.** ພຣະເຢຊູຄິດຊົ່ງໄດ້ດຳລົງຊີວິດຂອງພຣະອົງຢ່າງດີພອມຢູ່ເທິງໂລກນີ້. **14.** ຂອຍກຳລັງພະຍາຍາມກາຍເປັນເໝືອນດັ່ງພຣະເຢຊູ. **15.** ແອລມາແລະແອມູເລກຖືກຂັ່ງໄວ. **16.** ເຈົ້າແບ່ງປັນຄວາມຄິດທາງວິນຍານໄດ້ບໍ?

Negation

A. **1.** ພຣະເຢຊູຄິດບໍ່ໄດ້ເຮັດບາບເມື່ອພຣະອົງຢູ່ໂລກ. **2.** ຊາຕານບໍ່ຢຸດກາເຮົາອະທິຖານແລະເຮັດດີ. **3.** ຄວາມເປີດເຜີຍບໍ່ໄດ້ເຊົາລົງຫລັງຈາກອັກຄະສາວົກຕາຍ. **4.** ເຮົາເປັນລູກຂອງພຣະເຈົ້າເຖິງແມ່ນເຮົາບໍ່ຮັບບັບຕິດສະມາ. **5.** ການແຕ່ງງານນິລັນດອນສົມຄວນໃຫທຸກຄົນ. **6.** ພຣະຄຳພີມໍມອນມີຄວາມສົມບູນແຫ່ງພຣະກິດຕິຄຸນ.

B. **1.** Nobody is perfect. **2.** Nothing is more important than our family. **3.** Christ never sinned. **4.** God doesn't forget us. **5.** God isn't a liar. **6.** Leaders of the Church do not receive money for their work.

C. **1.** Correct **2.** ເຮົາຊິບໍ່ໄປສະໜັ້ນຖ້າເຮົາບໍ່ກັບໃຈ. **3.** Correct **4.** ພຣະຄົດບໍ່ໄດ້ເວົ້າຄຳຜິດຕໍ່ຄົນອື່ນຈັກຂໍ້. **5.** ແມ່ນແຕ່ຜົມຈັກເສັ້ນດຽວຈະບໍ່ຫລົ່ນໄປຈາກຫົວຂອງເຈົ້າ. **6.** Correct **7.** Correct **8.** ຖ້າເຮົາກັບໃຈເຮົາບໍ່ຕອງກັ່ງວົນບາບເກົ່າ.

Negative Commands

B. **1.** ຢ່າຖິ້ມພຣະເຈົ້າເພາະຈະບໍ່ມີວັນທີ່ພຣະເຈົ້າຈະຖິ້ມເຮົາ. **2.** ພຣະອົງຊົງໄດ້ບັນຊາເຮົາບໍ່ໃຫ້ພິພາກສາຄົນອື່ນຢ່າງບໍ່ຊອບທຳ. **3.** ຫລັກທຳພຣະກວາຈາແຫ່ງປັນຍາສອນເຮົາບໍ່ໃຫ້ກິນຢາທີ່ອັນຕະລາຍ,ກາເຟ,ນ້ຳຊາ,ເຫລົ້າ,ແລະຢາສູບ. **4.** ຢາຊູລືມພອນທັ່ງຫລາຍທີ່ເຮົາໄດຮັບຈາກພຣະເຈົ້າ. **5.** "ຢາຂ້າຄົນ." **6.** ອາດາມແລະເອວາຖືກຫ້າມບໍ່ໃຫ້ກິນໝາກໄມ້ເພາະການຕາຍແລະການຕົ້ຕາມຈະເຂົ້າມາໂລກນີ້. **7.** ພວກສາດສະດາເຕືອນເຮົາບໍ່ໃຫ້ເບິ່ງຮູບພາບລາມົກສະນິດໃດກໍຕາມ. **8.** ຢາຊູກຽດຊັງສັດຕູຂອງເຈົ້າ. **9.** ເຮົາຕອງລະວັງບໍ່ໃຫ້ໃຈເກີນໄປ. **10.** ເຈົ້າບໍ່ຕອງຢ່ານ; ໃຫເຈົ້າມີສັດທາ.

C. **1.** ຢ່າ/ຫ້ານເວົ້າພາສາອັງຄິດ. **2.** ກະລຸນາຢ່າຊູ່ເຊົາອະທິຖານ. **3.** ຢ່າອ່ານໂດຍບໍ່ອະທິຖານກ່ອນ. **4.** ບໍ່ຕ້ອງສອນຫລັກທຳນັ້ນເທື່ອ.

D. **1.** ບໍ່ຕ້ອງເອົາໃຈໃສ່ສິ່ງຂອງທີ່ບໍ່ມີຫຶ່ນປະໂຫຍດ. **2.** ພໍ່ແມ່ສອນບໍ່ໃຫ້ເດັກຕໍ່ສູ້ກັນ. **3.** ຢ່າຊູ່ລືມຕຽມພອ້ມກັບຄືນໄປອາໄສນຳພຣະເຈົ້າອີກ. **4.** Correct **5.** Correct **6.** ຢາຊູປະຕິເສດປະຈັກພະຍານຂອງເຈົ້າ.

Commands ຈົ່ງ

B. **1.** ຈົ່ງຮັບເອົາພຣະວິນຍານບໍລິສຸດ. **2.** ຈົ່ງຈຳອະທິຖານຕອນແລງນີ້! **3.** ຈົ່ງກັບໃຈແລະຮັບບັບຕິດສະມາ! **4.** ແອລມາເຕືອນຊາວແອໂມໄນຫາໃຫ້ກັບໃຈ. **5.** ຈົ່ງ/ໃຫ້ເຊື່ອວ່າພຣະເຈົ້າຊິຊ່ວຍເຈົ້າໃນທຸກສິ່ງ. **6.** ກະລຸນາຈົ່ງຮູ້ວ່າພຣະເຢຊູຄິດຮັກເຈົ້າ.

C. **1.** Correct **2.** ຈົ່ງຮັກສາພຣະບັນຍັດທຸກປະການ. **3.** ຈົ່ງ/ໃຫ້ຮັບໃຊ້ເຊິ່ງກັນແລະກັນ. **4.** Correct **5.** ຈົ່ງອະທິຖານເພື່ອຮັບການນຳພາ. **6.** ໃຫເວົ້າພາສາລາວແດ.

Can, to be able to

A. **1.** ໄດ້ **2.** ໄດ້ບໍ່ **3.** ໄດ້ບໍ່ **4.** ໄດ້ບໍ່ **5.** ບໍ່ **6.** ບໍ່ໄດ້

B. **1.** ເຈົ້າຊິຮັບບັບຕິດສະມາໃນເດືອນແປດວັນທີ່ສາມໄດ້ບໍ່? **2.** ເຈົ້າອ່ານພາສາໄຫເປັນບໍ່? **3.** ເຈົ້າອະທິຖານເປັນບໍ່? **4.** ພວກເຮົາກັບມາສອນເຈົ້າອີກໄດ້ບໍ່? **5.** ບໍ່,ຂອຍອ່ານພາສາລາວບໍ່ເປັນ. **6.** ໄດ,ຂອຍໄປໂບດໄດ.

C. **1.** ເຈົ້າໄປໂບດອາທິດນີ້ໄດ້ບໍ່? **2.** ເຈົ້າອ່ານພາສາລາວເປັນບໍ່? **3.** ຂອ້ຍຮັກສາກົດເງິນສວ່ນສິບບໍ່ໄດ້. **4.** ໄດ້,ຂອ້ຍອ່ານຂໍ້ນີ້ໄດ້. **5.** ເຈົ້າໄປພະວິຫານໄດ້ບໍ່? **6.** ເຈົ້າເຊີນເພື່ອນຂອງເຈົ້າມາໂບດໄດ້ບໍ?

D. **1.** Correct **2.** ຂໍ້ໂທດ,ລາວອ່ານພາສາລາວບໍ່ເປັນ. **3.** ບໍ່,ຂອ້ຍແບ່ງປັນປະສົບການນຳລາວບໍ່ໄດ້. **4.** Correct **5.** ເຈົ້າຊິອະທິຖານນຳຄອບຄົວຂອງເຈົ້າໄດ້ບໍ? **6.** Correct

To request/formally ask-ຂໍ

A. **1.** ຂໍບອກຂ່ອ້ຍກ່ຽວກັບຄອບຄົວຂ່ອງເຈົ້າແດ່? **2.** ຂໍແບ່ງປັນຂໍ້ພຣະຄຳພີເຊິ່ງເຈົ້າມັກຫລາຍທີ່ສຸດນຳຂ້ອຍໄດ້ບໍ່? **3.** ຂໍອະທິບາຍຄວາມຮູ້ສຶກຂອງເຈົ້າແດ? **4.** ຂໍອ່ານໜ້ງສືແອລມາບົດທີ່ໜ່ງໄດ້ບໍ? **5.** ຂໍ່ບອກຂອຍເຖິງຄວາມຮູ້ສຶກຂອງເຈົ້າແດ? **6.** ຂໍ່ອະທິຖານດ່ງວນີ້ແດ? **7.** ຂໍໃຫ້ພໍ່ມາກິດຈະກຳໂບດໃນວັນພຸດຊິ່ມານີ້ແດ? **8.** ຂໍເຈົ້າອະທິຖານເພື່ອໃຫ້ຮູ້ວ່າໂຢເຊັບສະມິດເປັນສາດສະດາທີ່ແທ້ຈິງໄດ້ບໍ?

B. **1.** ຂ່ອ້ຍຂໍແບ່ງປັນປະຈັກພະຍານນຳເຈົ້າໄດ້ບໍ? **2.** ກະລຸນາອ່ານຂໍ້ນີ້ແດ່? **3.** ຂະນ່ອ້ຍຂໍໃຫ້ພຣະອົງຊ່ົງອວຍພອນຄອບຄົວຂອງຂະນ່ອ້ຍແດ. **4.** ຂໍ່ອານຂໍ້ນີ້ແດ?

C. **1.** Correct **2.** ຂໍ່ໃຫ້ພຣະອົງຊ່ົງຊ່ວ່ຍຜູ້ສົນໃຈຂອງພວກຂະນ່ອ້ຍແດ່. **3.** Correct **4.** ຂະນ່ອ້ຍຂໍໃຫ້ພຣະເຈົ້າຊ່ົງອວຍພອນຄອບຄົວຂອງຂະນ່ອ້ຍແດ. **5.** ຂໍຮັກສາພຣະບັນຍັດຂອງພຣະເຈົ້າໄດ້ບໍ? **6.** Correct

ໃຫ້ - all four ways

A. **1.** ເຮົາໄດ້ອະທິຖານໃຫ້ເຈົ້າຮັບຄຳຕອບຈາກພຣະເຈົ້າ. **2.** ຂ້ອຍມີປະສົບການກ່ຽວກັບການທ້າທາຍໃຫ້ເຈົ້າຟັງ. **3.** ພຣະເຈົ້າຈະບໍ່ໃຫ້ສາດສະດາພາເຮົາໄປທາງຜິດຈັກເທື່ອດອກ. **4.** ພຣະວິນຍານໄດ້ດົນໃຈຂ້ອຍໃຫ້ບອກເຈົ້າວ່າພຣະເຈົ້າຊົງຮູ້ຈັກເຈົ້າ. **5.** ພຣະເຢຊູຄິດຊົງຕາຍເພື່ອໃຫ້ເຮົາກັບຄືນໄປຢູ່ນຳພຣະພັກເປັນເຈົ້າອີກໄດ. **6.** ພຣະບິດາເທິງສະຫວັນຊົງປະທານພຣະວິນຍານໃຫ້ແກ່ເຮົາທີ່ຈະຊ່ວຍເຮົາຮູ້ຄວາມແຕກຕ່າງລະຫວ່າງຄວາມດີແລະຄວາມຊົ່ວ. **7.** ເຈົ້າໃຫ້ເຮົາອວຍພອນເຈົ້າໄດ້ບໍ? **8.** ການອະທິຖານເຮັດໃຫ້ຂ້ອຍຮູ້ສຶກວ່າມີໃຜກຳລັງຟັງຂ້ອຍເວົ້າ.

B. **1.** ເມື່ອຂ້ອຍຮັບໃຊ້ຄົນອື່ນມັນຊ່ວຍໃຫ້ຂ້ອຍຮູ້ສຶກຄວາມຮັກຂອງ ພຣະອົງ. **2.** ພຣະເຈົ້າຊົງໃຫ້ເຮົາເຮັດຜິດເພື່ອຮຽນ. **3.** ພຣະເຈົ້າຊົງຢາກໃຫ້ເຮົາຮູ້ສຶກເຖິງຄວາມຮັກຂອງພຣະອົງ. **4.** ພຣະເຈົ້າປະທານພຣະຄຳພີໃຫ້ແກ່ເຮົາເພື່ອຮູ້ຄວາມຈິງ. **5.** ພຣະຄຳພີຂໍ້ນີ້ເຮັດໃຫ້ຂ້ອຍເຂົ້າໃຈຫຼາຍກ່ຽວກັບຄວາມຮັກ. **6.** ເຈົ້າຊົງໃຫ້ເຮົາກັບມາເພື່ອຖາມເຈົ້າກ່ຽວກັບຄຳອະທິຖານຂອງເຈົ້າໄດ້ບໍ? **7.** ພຣະເຈົ້າປະທານຖານະປະໂລຫິດໃຫ້ເຮົາໃນໂລກນີ້. **8.** ເຮົາອົດອາຫານເພື່ອໃຫ້ເຈົ້າເຊົາສູບຢາ.

D. **1.** ເຮົາຕ້ຽມບົດຮຽນນີ້ໃຫ້ເຈົ້າ. **2.** ການເຊື່ອຟັງເຮັດໃຫ້ຂ້ອຍຮູ້ສຶກຄວາມໝັ້ນຄົງ. **3.** ເຮົາມີປຶ້ມຫົວນ້ອຍຂອງບົດຮຽນໃຫ້ເຈົ້າ. **4.** ພຣະເຈົ້າຊົງອະນຸຍາດໃຫ້ເຮົາເລືອກທາງເອງ. **5.** ເຮົາສາມາດຮຽນໃຫ້ຕົວເອງວ່າພຣະຄຳພີມໍມອນແທ້ຈິງ. **6.** ເປັນຫຍັງການຮັບໃຊ້ຈຶ່ງເຮັດໃຫ້ຂ້ອຍຮູ້ສຶກດີ?

E. **1.** ຂ້ອຍມີປະສົບການທີ່ຢາກເລົ່າໃຫ້ເຈົ້າຟັງ. **2.** ເມື່ອຂ້ອຍອ່ານພຣະຄຳພີມໍມອນ,ມັນເຮັດໃຫ້ຂ້ອຍຮູ້ສຶກດີ. **3.** ເຮົາຢາກມອບພຣະຄຳພີມໍມອນເຫລັ້ມຫນຶ່ງໃຫ້ເຈົ້າ,ເພື່ອວ່າເຈົ້າສາມາດຮັບຮູ້ຄວາມຈິງຂອງມັນໄດ. **4.** ຂອຍຕ້ຽມແຜນບົດຮຽນນີ້ໃຫ້ເຈົ້າ. **5.** Correct **6.** ພຣະວິນຍານບໍລິສຸດຊ່ວຍໃຫ້ຂ້ອຍເລືອກທາງດີ.

"For"-all six ways

A. **1.** ເຮົາອະທິຖານເພື່ອມີພຣະວິນຍານໄດ້. **2.** ພຣະອົງທານມີໄວ້ເພື່ອຜະນຶກຄອບຄົວເປັນນິດ. **3.** ພຣະເຢຊູຄິດຊົງຕາຍແທນເຮົາ. **4.** ຂ້ອຍກະຕັ້ນຍູສຳລັບຄອບຄົວຂອງຂ້ອຍ. **5.** ພວກຜູ້ສອນສາດສະໜາສຶກສາພຣະຄຳພີມໍມອນເປັນເວລາສາມສິບນາທີ. **6.** ຂ້ອຍດີໃຈສຳລັບໂອກາດເປັນຜູ້ສອນສາດສະໜາ. **7.** ໂຢເຊັບສະມິດໄດ້ຕ້ຽມຕົວເປັນເວລາສີ່ປີທີ່ຈະຮັບພຣະຄຳພີມໍມອນ. **8.** ຂອບໃຈສຳລັບພຣະຄຳພີມໍມອນ. **9.** ຂ້ອຍສອນແທນແອວເດີບະເລີນ. **10.** ສັດທາມີໄວ້ເພື່ອຊ່ວຍເຮົາໄວ້ວາງໃຈໃນພຣະເຈົ້າ. **11.** ເຮົາໄປໂບດເພື່ອຮຽນພຣະກິດຕິຄຸນ. **12.** ຂ້ອຍຢູ່ອະເມລິກາໄດ້ສິບຫົກປີແລ້ວ. **13.** ຂ້ອຍມາສອນສາດສະໜາໃຫ້ພຣະຄິດ. **14.** ຂໍໃຫ້ເຈົ້າອ່ານພຣະຄຳພີເປັນເວລາສິບນາທີທຸກມື້ໄດ້ບໍ? **15.** ເຮົາເປັນຜູ້ສອນສາດສະໜາເປັນເວລາສອງປີ. **16.** ຂອບໃຈທີ່ໂດມາໂບດມື້ນີ້.

B. **1.** ເພື່ອ **2.** ແທນ **3.** ໃຫ້ **4.** ສຳລັບ **5.** ໄດ້....ແລ້ວ **6.** ທີ່ໄດ້ **7.** ທີ່ໄດ້ **8.** ເປັນເວລາ **9.** ສຳລັບ **10.** ມີໄວ້ເພື່ອ **11.** ແທນ **12.** ເພື່ອ

D. **1.** ຂອບໃຈທີ່ໂດມາໂຮງຮຽນວັນອາທິດ. **2.** ຜູ້ສິນໃຈໄດ້ອ່ານເປັນເວລາສອງຊົ່ວໂມງ. **3.** ຂອບໃຈສຳລັບອາຫານນີ້. **4.** ເຮົາຕ້ຽມບົດຮຽນນີ້ໃຫ້ເຈົ້າ. **5.** ເຮົາສອນແທນບະລາເດີບະເລີ. **6.** ເຮົາໄປໂບດເພື່ອຮູ້ສຶກພຣະວິນຍານ. **7.** ເຮົາສຶກສາເປັນເວລາສາມຊົ່ວໂມງ. **8.** ຂອບໃຈທີ່ໂດມາພຣະວິຫານ.

E. **1.** ເຮົາອະທິຖານເພື່ອມີພຣະວິນຍານບໍລິສຸດ. **2.** ພຣະເຢຊູຄິດຕາຍເປັນເວລາສາມມື້. **3.** ພວກເຮົາກະຕັ້ນຍູສຳລັບອາຫານນີ້. **4.** ຂອຍຊື້ອັນນີ້ໃຫ້ເຈົ້າ. **5.** ຂອຍມາສອນແທນນາຍຄູ. **6.** Correct **7.** ຂອຍໄປມະຫາວິທະຍາໄລເປັນເວລາ5ປີໜຶ່ງກອນມາພີ້. **8.** ເຮົາໄປໂບດເພື່ອລະນຶກເຖິງພຣະເຢຊູຄິດ. **9.** ຂອບໃຈທີ່ໂດມາໂບດ. **10.** Correct **11.** ຂອຍກະຕັນຍທີ່ໄດອ່ານພຣະຄຳພີມໍມອນ. **12.** ເຈົ້າສອນແທນໃຜ? **13.** ຂອຍຂອບໃຈສຳລັບອາຫານນີ້. **14.** Correct

Review: Expressing Desire, Need, Preference, Ability, Intention, or Purpose

A. **1.** ເພິ່ນບໍ່ເຂົ້າໃຈບົດຮຽນທີ່ພວກເຮົາສອນ. (Study "Negation") **2.** ຢ່າລັກສິ່ງຂອງຄົນອື່ນ. (Study "Negative Commands") **3.** ຢູ່ໃນພຣະຄຳພີພຣະເຈົ້າກາວ໋ຫລາຍເທື່ອວ່າຈົ່ງກ້າໃຈ. (Study "Commands") **4.** ເຈົ້າຊ່ວນພຣະຄຳພີໄດ້ບໍ? (Study "Can, able to") **5.** ຂໍເຈົ້າອະທິຖານໄດ້ບໍ? (Study "To Request") **6.** ພຣະເຢຊູໄດຕາຍໃຫ/ແທນເຮົາ. (Study "ໃຫ-all 4 ways") **7.** ພຣະເຈົ້າປະທານພຣະຄຳພີມໍມອນໃຫເຮົາ. (Study "For-all six ways") **8.** ແຜນຂອງພຣະເຈົ້າມີໄວ້ເພື່ອຊ່ວຍເຮົາເລືອກທ່ຽງເອງ. (Study "For-all six ways") **9.** ພຣະວິນຍານຊ່ວຍໃຫເຮົາຮູ້ພຣະປະສົງຂອງພຣະເຈົ້າ. **10.** ເຮົາຕ້ອງສຶກສາເພື່ອຕ້ຽມພ້ອມທີ່ຈະສອນລູກຂອງພຣະເຈົ້າ. (Study "For-all six ways") **11.** ຜູ້ສອນສາດສະໜາສອນແທນພຣະເຢຊູຄິດ. (Study "For-all six ways") **12.** ຂອບໃຈສຳລັບອາຫານນີ້. (Study "For-all six ways") **13.** ທຸກມື້ເຮົາສຶກສາເປັນເວລາສາມຊົ່ວໂມງ. (Study "For-all six ways") **14.** ພວກຂະນອຍຂໍຂອບພຣະໄທທີ່ໂດມາສອນຄອບຄົວແສງ. (Study "For-all six ways")

B. **1.** ຈົ່ງດຳເນີນຕໍ່ໄປໂດຍສັດທາ. **2.** ເຈົ້າຂັບລົດເປັນບໍ່? **3.** ຂ້ອຍບໍ່ຢາກເຊົາອ່ານພຣະຄຳພີເພາະຂ້ອຍຮູ້ວ່າຈະເສຍພຣະວິນຍານ. **4.** ຢ່າຫລິ້ນຊູ້ເມຍຄົນອື່ນ. **5.** ເຈົ້າຊ່ວຍທຳຖານເພື່ອຮູ້ວ່າໂຢເຊັບສະມິດເປັນສາດສະດາຂອງພຣະເຈົ້າໄດ້ບໍ? **6.** ການຊົດໃຊ້ຊ່ວຍເຮົາໄດ້ເມື່ອເຮົາໃຊ້ມັນໃນຊີວິດຂອງເຮົາ. **7.** ຂໍຖາມຄຳຖາມສອນຕົວແດ? **8.** ເຮົາໄປໂບດເພື່ອເອົາຮັບພິທີການສິນລະລຶກແລະເຮັດພັນທະສັນຍາມາໃໝ່ນຳພຣະເຈົ້າ. **9.** ພວກຜູ້ສອນສາດສະໜາຢູ່ນີ້ແທນພຣະຄິດ. **10.** ພຣະເຢຊູຊົງໄດ້ທໍຣະມານແລະຕາຍໃຫເຮົາ. **11.** ຂອບໃຈສຳລັບຄວາມແນ່ວຄິດ. **12.** ພຣະເຢຊູຄິດຊົງຢູ່ໂລກນີ້ເປັນເວລາສາມສິບສາມປີ. **13.** ຂອບໃຈທີ່ໂດ້ແບ່ງປັນປະສົບການນຳເຮົາ. **14.** ພຣະເຈົ້າຊົງໄດ້ປະທານພຣະຄຳພີມໍມນໃຫ້ແກ່ເຮົາເພື່ອຮຽນເລື່ອງພຣະອົງແລະພຣະບຸດຂອງພຣະອົງພຣະເຢຊູຄິດ. **15.** ພຣະບິດາເທິງສະຫວັນຊົງໃຫເຮົາເລືອກໃຫເຮົາເອງ. **16.** ພຣະວິນຍານເຮັດໃຫ້ຂອຍຢ່າກຮັກແລະຊ່ວຍຄົນອື່ນໆ.

Time Expressions

A. **1.** ເຮົາມີສາດສະດາໃນປັດຈຸບັນນີ້. **2.** ຂ້ອຍຮູ້ວ່າພຣະກິດຕິຄຸນແທ້ຈິງຕັ້ງແຕ່ນັ້ນມາ. **3.** ດຽວນີ້ແມ່ນເວລາທີ່ຈະກັບໃຈ. **4.** ໃນອະນາຄົດອັນໃກ້ນີ້ເຮົາຈະສົນທະນາເລື່ອງບັບຕິດສະມາແຕ່ເຮົາຕ້ອງສອນເລື່ອງການກັບໃຈດຽວນີ້. **5.** ຫລັງຈາກພາບທີ່ມາໃຫເຫັນຈົບແລວໂຢເຊັບສະມິດແປພຣະຄຳພີມໍມອນ. **6.** ໃນໄວໆນີ້ເຈົ້າຈະເຫັນແລະເຂົ້າໃຈວ່າພຣະເຈົ້າຊົງຕອບຄຳອະທິຖານຂອງເຮົາ. **7.** ຈົນເຖິງປັດຈຸບັນຂອຍກໍຮູວ່າພຣະເຈົ້າຊົງຮັກຂອຍ. **8.** ໃນອະນາຄົດອັນໃກນີ້ເຈົ້າຊິຮັບບັບຕິດສະມາແລະເລີ່ມຊີວິດໃໝ. **9.** ຕັ້ງແຕ່ນີ້ໄປເຮົາຕ້ອງມີຄາຄວນພໍທີ່ຈະມີພຣະວິນຍານບໍຣິສຸດເພື່ອຮັບຮູຄວາມນຳພາຈາກພຣະເຈົ້າ. **10.** ຫລັງຈາກທານເປັນສະມາຊິກຮອດໜຶ່ງປີແລະມີຄາຄວນແລວກໍເຂົ້າພຣະວິຫານໄດ. **11.** ມໍໆນີ້/ໄວໆນີ້ພຣະຄິດຈະສະເດັດມາຄຸມຄອງຢູໂລກນີ້. **12.** ຫລັງຈາກພະຍຸແຮງນີ້,ພຣະເຢຊູຊົງປະກົດມາໃຫຊາວນີໄຟເຫັນຢູ່ທະວີບອາເມຣິກາ. **13.** ແຕກອນຂອຍບໍ່ມັກໄປໂບດແຕ່ໃນທີ່ສຸດຂອຍເຂົ້າໃຈວ່າມັນຊອຍຂອຍຫລາຍ. **14.** ຂອຍເປັນສະມາຊິກຂອງສາດສະໜາຈັກແຫງນີ້ແຕ່ດົນແລວ,ຕັ້ງແຕອະຍຸແປດປີ. **15.** ປີກາຍນີ້ຂອຍເປັນຜູສອນສາດສະໜາໃໝແລະຂອຍຮູວ່າພຣະອົງຊົງໄດຊອຍຂອຍຈະເລີນຂຶ້ນຫລາຍ. **16.** ແຕ່ກ່ອນຂ້ອຍບໍ່ອ່ານພຣະຄຳພີແຕ່ດຽວນີ້ຂ້ອຍອ່ານແຕ່ລະມື້ທີ່ຈະຮູສຶກພຣະວິນຍານ.

B. **1.** ໃນປັດຈຸບັນເຮົາມີສາດສະດາອີກ. **2.** ໃນມໍໆນີ້/ໄວໆນີ້ຄວາມຊອ່ຍເຫລືອຈະມາ;ເຮົາຕ້ອງອົດທົນ. **3.** ຕໍ່ໄປເຮົາຊິອ່ານວິທີນີໄຟຕິດຕາມພຣະວິຍານ. **4.** ເຈົ້າຄິດຫຍັງແດ່ເຈົ້າຕອງເຮັດຫຍັງຫລັງຈາກເຈົ້າໄດຮັບຄຳຕອບ? **5.** ຕັ້ງແຕ່ຄອບຄົວຂອງຂອຍຮຽນຮູວ່າຂອຍເຂົ້າ ຮວມສາດສະໜາຈັກ,ເຂົາເຈົ້າໄລ ຂອຍອອກຈາກບານ. **6.** ຈົນເຖິງປັດຈຸບັນເຮົາພະຍາຍາມພົບກັບເຈົ້າເພື່ອແບງປັນແຜນແຫງຄວາມລອດ. **7.** ໃນອາດິດ/ແຕ່ກ່ອ,ເມື່ອຂອຍໜຸມຄອບຄົວຂອງຂອຍອະທິຖານເພື່ອຊອຍເຮົາມີຄວາມສາມັກຄີ. **8.** ຕໍ່ໄປໃນຂໍ້ໜາເຮົາຮຽນເພີ່ມວ່າເປັນຫຍັງສັດທາຈຶ່ງສຳຄັນ.

C. **1.** Correct **2.** ແຕ່ນັ້ນມາຂອ້ຍຢາກເປັນຜູ້ສອນສາດສະໜາ. **3.** Correct; you may also use “near future” in this sentence, but the initial sentence is okay. **4.** Correct **5.** Correct **6.** ມໍໆນີ້/ໄວໆນີ້ເຈົ້າຊິເຫັນພອນຂອງພຣະເຈົ້າ. **7.** Correct **8.** ປີກາຍນີ້ຂອຍໄດຮັບປະຈັກພະຍານເຖິງສັດທາ.

Frequency of Events

A. **1.** ເຮົາບໍລິຈາກເງິນຖືສິນອົດເຂົ້າເດືອນລະເທື່ອ. **2.** ເຮົາສາມາດເບິ່ງສາດສະດາເວົ້າໃນໂທລະທັດປີໜຶ່ງລະສອງເທື່ອ. **3.** ຂອ້ຍໄປພຣະວິຫານເດືອນໜຶ່ງລະສອງເທື່ອ. **4.** ຂອຍສູບພຸງແຕ່ສາມມອນແຕ່ລະມື້. **5.** ຂອຍຮູວ່າເຈົ້າສາມາດລົດລົງສູບພຸງແຕ່ສອງມວນຕໍ່ມື້. **6.** ມີແຕ່ຄົນທີ່ຕຸງມຕົວແລວເທົ່ານັ້ນຈຶ່ງສາມາດເຂົ້າໄປໃນພຣະວິຫານໄດ. **7.** ເຮົາສາມາດເອົາຮັບສິນລະລຶກອາທິດໜຶ່ງລະເທື່ອດຽວ. **8.** ການອ່ານພຣະຄຳພີທຸກມື້ຄືກັນກັບການກິນເຂົ້າຖວຍໂຕດຽວແຕ່ລະມື້. **9.** ຖາເຈົ້າອະທິຖານມື້ໜຶ່ງລະສອງເທື່ອພຣະເຈົ້າຈະຊອຍໃຫເຈົ້າຫາວຽກເຮັດ. **10.** ຂອຍສັນຍາວ່າຖາເຈົ້າອະທິຖານມື້ໜຶ່ງລະສາມເທື່ອພຣະວິນຍານຈະປົກປ້ອງເຈົ້າຈາກການລໍລວງຂອງມານ. **11.** ເຮົາສຶກສາພຣະຄຳພີເປັນເວລາຊົ່ວໂມງໜຶ່ງແຕ່ລະມື້ທີ່ຈະຕຽມເຜີຍແຜພຣະກິດຕິຄຸນ. **12.** ຂອຍສັນຍາວ່າເຈົ້າຊິຮູສຶກຄວາມສະງົບຫລາຍຂຶ້ນໃນຊີວິດຂອງເຈົ້າຖາເຈົ້າອ່ານພຣະຄຳພີມໍມອນແຕ່ສິບບາທີແຕ່ລະມື້.

B. **1.** ຂອ້ຍອະທິຖານອາທິດໜຶ່ງລະສາມເທື່ອ. **2.** ໃນສະໃຫມກ່ອນປະໂລຫິດເຂົ້າໄປໃນບ່ອນທີ່ສັກສິດຫລາຍທີ່ສຸດໃນພຣະວິຫານປີດຽວລະເທື່ອໜຶ່ງ. **3.** ເຈົ້າໄປໂບດເດືອນໜຶ່ງລະຈັກເທື່ອ? **4.** ພວກເຮົາສຶກສານຳກັນຊົ່ວໂມງດຽວແຕ່ລະມື້.

C. **1.** Correct **2.** ເຈົ້າອ່ານພຣະຄຳພີມື້ລະຈັກນາທີ? **3.** ເຈົ້າໄປວັດສາດສະໜາພຸດເດືອນໜຶ່ງລະຈັກເທື່ອ? **4.** Correct **5.** ຄອບຄົວຂອງຂອ້ຍໄດອະທິຖານສາມເທື່ອແຕ່ລະມື້. **6.** ເພິ່ນໄປໂບດສາມເທື່ອຕໍ່ປີເທົ່ານັ້ນ.

Review: Narrating Experiences and Telling Stories Function

A. **1.** ຂອ້ຍຮັບບັບຕິດສະມາແຕ່ດົນແລ້ວ. (Study “Time Expressions”) **2.** ຂອ້ຍໄປພຣະວິຫານເດືອນລະສອງເທື່ອ. (Study “Frequency of Events”) **3.** ເດືອນກາຍນີ້ບະລາເດີ້ກາສິມບັດໄດຮັບຖານະປະໂລຫິດ. (Study “Time Expressions”) **4.** ເຮົາຄວນ ອະທິຖານແຕ່ລະມື້. (Study “Frequency of Events”) **5.** ສາດສະໜາຈັກມີກອງປະຊຸມໃຫຍສາມັນສອງເທື່ອແຕ່ລະປີ. (Study “Frequency of Events”) **6.** ແຕ່ດົນແລວຂອຍເຄີຍໄປເມື່ອງລາວເພື່ອຮັບໃຊສະມາຊິກທີ່ນັ້ນ. (Study “Time Expressions”) **7.** ສວນ ທລາຍຂອຍໄປພຣະວິຫານ ສອງອາທິດລະເທື່ອໜຶ່ງ. (Study “Frequency of Events”) **8.** ແຕ່ກ່ອນຜູ້ຄົນໄດເຊື່ອຟັງພຣະຜູເປັນເຈົ້າ. (Study “Time Expressions”) **9.** ຕໍ່ໄປພວກເຮົາຊິໄປຢຽມຢາມສານ. (Study “Time Expressions”) **10.** ເຈົ້າກິນເຫລົ້າມື້ລະຈັກເທື່ອ? (Study “Frequency of Events”)

B. **1.** ຂອ້ຍໄດ້ຮັບບັບຕິດສະມາແຕ່ດົນແລ້ວ. **2.** ເຮົາຕ້ອງສຳພາດສອງປີລະເທື່ອເພື່ອໄດ້ໃບຮັບຮອງເຂົ້າພຣະວິຫານ. **3.** ເມື່ອມໍໆນີ້ຂອ້ຍໄດ້ພົບຜູ້ຊາຍຄົນໜຶ່ງທີ່ຢາກຮຽນຮູວ່າຄອບຄົວຈະເປັນນິດໄດແນວໃດ. **4.** ຕັ້ງແຕ່ນີ້ໄປຂອຍຈະເຮັດຕາມການກະຕຸນຈາກພຣະວິນຍານ. **5.** ແຕ່ກ່ອນປະຈັກພະຍານຂອງຂອຍບໍ່ເຂັ້ມແຂງປານໃດ. **6.** ໃນປັດຈຸບັນນີ້ເຮົາມີສາດສະດາຢູໂລກອີກ. **7.** ແຕກອນພຣະເຢຊູຄິດຊົງໄດສະເດັດມາຢ້ຽມຢາມທະວີບ ອາເມລິກາ. **8.** ໃນອະນາຄົດອັນໃກນີ້ສຸກາຈະຮັບບັບຕິດສະມາ. **9.** ເດືອນກາຍນີ້ເຂດຜູສອນສາດສະໜາຂອງເຮົາໄດ້ບັນລຸເປົ້າໝາຍບັບຕິດສະມາຂອງເຮົາ. **10.** ປີກາຍນີ້ຂອຍຕຸງມໄປສອນສາດສະໜາ.

Cause and Effect

A. **1.** ດຽວນີ້ຂ້ອຍບໍ່ເຂົ້າໃຈທຸກຢ່າງແຕ່ຂ້ອຍເຊື່ອຟັງພຣະບັນຍັດເພາະຂ້ອຍມີສັດທາໃນພຣະເຈົ້າ. **2.** ການປະຖົ້ມຄວາມເຊື່ອອັນຍິ່ງໃຫຍ່ໄດ້ເກີດຂຶ້ນຍອ້ນຄວາມຊົ່ວຮາຍຂອງປະຊາຊົນ. **3.** ຂອຍຮູວ່າສາດສະໜາຈັກນີ້ແທ້ຈິງເພາະວ່າຂອຍອະທິຖານແລະໄດຮັບພະຍານ. **4.** ເປັນຫຍັງເຈົ້າຈຶ່ງຢາກຮັບບັບຕິດສະມາ? **5.** ເຫດການໃດເຮົາຈຶ່ງຕອງການພຣະຄຳພີມໍມອນ? **6.** ຖາເຈົ້າຮັກສາຄວາມແນວຄິດໃຫສະອາດເຈົ້າແຮງຊິຮັບຮູການກະຕຸນຈາກພຣະວິນຍານ. **7.** ແຮງຮຽນເລື່ອງພຣະເຢຊູຄິດແຮງມີຄວາມຮັກຕໍ່ພຣະອົງ. **8.** ຍອນການເສັຍສະລະຂອງພຣະເຢຊູຄິດຂອຍຈຶ່ງສາມາດຮູສຶກຄວາມສະຫງົບໃນໃຈ. **9.** ເປັນຫຍັງຜູ້ໜຶ່ງຈຶ່ງຢາກຕາຍແທນອີກຄົນໜຶ່ງ? **10.** ເຮົາແຕ່ລະຄົນເປັນຄົນດີເພາະວ່າພຣະເຈົ້າຊົງເປັນພຣະບິດາເທິງສະຫວັນຂອງເຮົາແລະພຣະເຢຊູຄິດຊົງເປັນພຣະຜູຊອຍໃຫລອດຂອງເຮົາ. **11.** ເຫດການໃດເຈົ້າຈຶ່ງຍອມໃຫເຮົາກັບມາສອນເຈົ້າ? **12.** ແຮງຮູສຶກພຣະວິນຍານແຮງເຂົ້າໃຈຄວາມຮັກຂອງພຣະເຈົ້າ.

B. **1.** ຖ້າເຈົ້າອ່ານພຣະຄຳພີມ໋ມອນໂດຍໃຈຈິງພຣະເຈົ້າຈຶ່ງຊີ່ຊ່ອຍເຈົ້າຍອມຮັບວ່າພຣະວາຈາແຫ່ງປັນຍາແມ່ນຄວາມຈິງຈາກພຣະອົງ. **2.** ຖ້າທ່ານອ່ານພຣະຄຳພີເປັ້ນເວລາສິບນາທີແຕ່ລະມື້ແລ້ວຄວາມລຳບາກຈຶ່ງຊີ່ເບົາລົງ. **3.** ຄັ້ນເຈົ້າໃສ່ໃຈເຈົ້າກໍຊີ່ເຫັນສິ່ງມະຫັດສະຈັນຂອງພຣະເຈົ້າທຸກມື້. **4.** ຈົ່ງຮັບບັບຕິດສະມາແລ້ວກໍເອົ້າຮັບພຣະວິນຍານບໍຣິສຸດ. **5.** ເຮົາຕ້ອງກັບໃຈຈາກບາບແລ້ວກໍສ.ມາດໄດ້ຮັບບັບຕິດສະມາ. **6.** ຖ້າພໍ່ອະທິຖານຂໍ້ໃຫ້ພຣະເຈົ້າຊ່ວຍພໍ່ຈົ່ງຊີ່ເຊົ້າສູບຢາໄດ. **7.** ແຮງຢຸ້ນເລື້ອງພຣະຄິດແຮງເຂົ້າໃຈແຜນຂອງພຣະອົງ. **8.** ມື້ນີ້ເຮົາຈະໄປຊ່ອຍຊິດສະເດັ້ຖ້າສຸກໃຈດີແລ້ວກໍໄປຢ້ຽມຢາມປະທານສາຂາ.

C. **1.** ເປັ້ນຫຍັ້ງພຣະເຈົ້າຈຶ່ງອະນຸຍາດໃຫ້ສິ່ງທີ່ບໍ່ດີເກີດຂຶ້ນ? **2.** ຍ້ອນວ່າອາດາມຕົກເຮົາຈຶ່ງມີສິດທີ່ຈະເລືອກ. **3.** ເຮົາເສຍພຣະວິຍານເພາະເຮົາບໍ່ເຊື່ອຟັ້ງພຣະບັນຍັດຂອງພຣະເຈົ້າ. **4.** ມັນເປັ້ນການດີວ່າອາດາມແລະເອວາໄດ້ກິນໝາກໄມ້ເພາະຍອນນີ້ເຮົາຈຶ່ງສາມາດ.ລ້ຽງມາໃນ ໂລກໄດ. **5.** ຍອນການຊົດໃຊ້ເຮົາຈຶ່ງສາມາດອາໄສນ.ໍພຣະເຈົ້າ. **6.** ເປັ້ນຫຍັ້ງເຈົ້າຈຶ່ງຢ່ານຮັບບັບຕິດສະມາ? **7.** ແຮງໄປໂບດແຮງຮັບຮູ້ພຣະເຈົ້າ. **8.** ຄັ້ນເຈົ້າອ່ານພຣະຄຳພີມ໋ມອນເຈົ້າແຮງຊີ່ປາດຖະຫນາຮັກສາພຣະບັນຍັດຂອງພຣະເຈົ້າ.

D. **1.** Correct **2.** ຍ້ອນຂ້ອຍໄປໂບດຂ້ອຍຈຶ່ງຮູ້ສຶກດີ. **3.** ເປັ້ນຫຍັ້ງເຈົ້າຈຶ່ງຢາກຂຶ້ນສະຫວັນ? **4.** Correct **5.** Correct **6.** ຍ້ອນວ່າເຈົ້າຊີ່ຮັບ ບັບຕິດສະມາເຈົ້າຊີ່ເຫັນວ່າຊີວິດຂອງເຈົ້າຊີ່ປັບປຸງຂຶ້ນ.

Review: Cause and Effect

A. ເທື່ອທ.ໍ່ອິດທີ່ພວກເຮົາພົບກັ.ບລາຍເພິ່ນມີຄ.ໍາຖາມຫລາຍກ.ງ່ວກັບເລື່ອງທີ່ເຮົາສ.ອນ.ເພິ່ນຖາມວ່າ<u>ເປັ້ນຫຍັ້ງ</u>ພຣະເຈົ້າຈຶ່ງເລືອກໂຍເຊັບ ສະມິດຜູ້ທີ່ເປັ້ນເດັ.ກນ.ອຍໃຫ້ຟື້ນຟູສ.າດສະ.ຫນ.າຈັກ.ຂອງພຣະເຢຊູຄິດ? ເພິ່ນບ.ໍ່ຄ.ອຍມີປ.ະສົບກ.ານ.ຫລ.າຍກັບສ.າດສະ.ຫນ.າຄິດສະ.ຕ.ງ<u>ເພາະສະ</u>ນັ້ນເພິ່ນຈຶ່ງເຂົ້.າໃຈຍ.າກ. ແຕ.ຂ.ອຍກັ.ບ.ແ.ອ.ເດ.ີ.ຈ.ອນ.ຊັ.ນ.ຮ.ກ.ລ.າຍ.ຫ.ລ.າຍ.ແ.ລ.ະ.ບ.ໍ.ຢ.າ.ກ.ໃ.ຫ.ເ.ພ.ິ.ນ.ທ.ໍ.ຖ.ອ.ຍ.ໃ.ຈ. ຫ.ລ.ັ.ງ.ຈ.າ.ກ.ເ.ຮ.ົ.າ.ສ.ອ.ນ.ລ.າ.ຍ.ເ.ປ.ັ.ນ.ເ.ອ.ລ.ຸ.າ.ຫ.ລ.າ.ຍ.ອ.າ.ທ.ິ.ດ.ເ.ພ.ິ.ນ.ກ.ໍ.ຕ.ັ.ດ.ສ.ິ.ນ.ໃ.ຈ.ວ.ა.ຍ.ა.ກ.ໄ.ປ.ໂ.ບ.ດ. ກ.ອ.ນ.ໄ.ປ.ໂ.ບ.ດ.ເ.ຮ.ົ.າ.ບ.ອ.ກ.ເ.ພ.ິ.ນ.ວ.ა.ຖ.ა.ເ.ຈ.ົ.າ.ບ.ໍ.ເ.ຂ.ົ.ა.ໃ.ຈ.ທ.ຸ.ກ.ສ.ິ.ງ.ມ.ັ.ນ.ກ.ໍ.ບ.ໍ.ເ.ປ.ັ.ນ.ຫ.ຍ.ັ.ງ.ດ.ອ.ກ. <u>ແຮງໄປໂບດ</u>ແຮງ<u>ເຂົ</u>ໍ<u>າໃຈ</u>ຄ.ວ.າ.ມ.ຫ.ມ.ა.ຍ.ຂ.ອ.ງ.ມ.ັ.ນ. <u>ຍ.ອ.ມ</u>ເ.ຮ.ົ.າ.ເ.ວ.ົ.ა.ຈ.ັ.ງ.ຊ.ັ.ນ.<u>ເ</u>ພ.ິ.ນ<u>ຈ</u>ຶ.ງ.ບ.ໍ.ຢ.ა.ກ., ເ.ມ.ື.ອ.ເ.ພ.ິ.ນ.ໄ.ປ.ຫ.ອ.ງ.ຢ.ຸ.ນ.ອ.ັ.ນ.ຍ.ა.ກ.ໍ.ຄ.ິ.ດ ຄ.ູ.ຖ.ა.ມ.ນ.ັ.ກ.ຢ.ຸ.ນ.ວ.ა.<u>ເ</u>ປ.ັ.ນ.ຫ.ຍ.ັ.ງ.<u>ເ</u>ຮ.ົ.າ.ຈ.ຶ.ງ.ຕ.ອ.ງ.ຮ.ັ.ບ.ບ.ັ.ບ.ຕ.ິ.ດ.ສ.ະ.ມ.ა.ດ.ວ.ຍ.ນ.ໍ.? ທ.ຸ.ກ.ຄ.ົ.ນ.ງ.ຽ.ບ.ສ.ະ.ນ.ັ.ນ.ລ.າ.ຍ.ເ.ວ.ົ.ა.ວ.ა.ເ.ພ.າ.ະ.ພ.ຣ.ະ.ເ.ຢ.ຊ.ູ.ບ.ັ.ນ.ຊ.າ.ໃ.ຫ.ເ.ຮ.ັ.ດ. ຄ.ູ.ຕ.ອ.ບ.ວ.ა.ແ.ມ.ນ.ແ.ລ.ວ.ນ.ອ.ງ.ລ.າ.ຍ. ພ.ຣ.ະ.ອ.ົ.ງ.ເ.ປ.ັ.ນ.ຕ.ົ.ວ.ຢ.ა.ງ.ສ.ໍ.າ.ລ.ັ.ບ.ພ.ວ.ກ.ເ.ຮ.ົ.າ.ແ.ລ.ະ.ຖ.ა.ເ.ຮ.ົ.າ.ຮ.ັ.ກ.ພ.ຣ.ະ.ອ.ົ.ງ.ເ.ຮ.ັ.ດ.<u>ຈ</u>ຶ.ງ.ຕ.ອ.ນ.ເ.ຮ.ັ.ດ.ສ.ິ.ງ.ທ.ີ.ພ.ຣ.ະ.ອ.ົ.ງ.ເ.ຮ.ັ.ດ. <u>ແ</u>ລ<u>ະ</u>ຄ<u>ູ</u>ຖ<u>າ</u>ມ<u>ວ</u>ა<u>ເ</u>ປ<u>ັ</u>ນ<u>ຫ</u>ຍ<u>ັ</u>ງ<u>ເ</u>ຮ<u>ົ</u>ა<u>ຈ</u>ຶ<u>.</u>ງ<u>ຕ</u>ອ<u>ງ</u>ຮ<u>ັ</u>ບ<u>ບ</u>ັ<u>ບ</u>ຕ<u>ິ</u>ດ<u>ສ</u>ะ<u>ม</u>ა<u>ด</u>ว<u>ย</u>ม<u>ิ</u>ว<u>ิ</u>ธ<u>ี</u>ใ<u>ด</u>ท<u>ี</u>่<u>ม</u>ี<u>ส</u>ิ<u>ท</u>ธ<u>ิ</u>์<u>อ</u>ำ<u>น</u>าจ<u>ข</u>อ<u>ง</u>พ<u>ร</u>ะ<u>อ</u>ำ<u>น</u>าจ<u>ข</u>อ<u>ง</u>พ<u>ร</u>ะ<u>เ</u>จ<u>้</u>า? ຜ.ູ.ຄ.ົ.ນ.ໃ.ນ.ຫ.ອ.ງ.ຢ.ຸ.ນ.ສ.ິ.ນ.ທ.ະ.ນ.ა. ເ.ລ.ື.ອ.ງ.ເ.ຫ.ລ.ົ.ა.ນ.ີ.ແ.ລ.ະ.ລ.າ.ຍ.ຄ.ິ.ດ.ຢ.ູ.ໃ.ນ.ໃ.ຈ.ຂ.ອ.ງ.ເ.ພ.ິ.ນ.ກ.ງ.ວ.ກ.ັ.ບ.ຄ.ວ.າ.ມ.ຮ.ູ.ສ.ຶ.ກ.ທ.ີ.ເ.ພ.ິ.ນ.ມ.ີ.ຕ.ໍ.ພ.ຣ.ະ.ເ.ຢ.ຊ.ູ.ຄ.ິ.ດ. ສ.ອ.ງ.ອ.າ.ທ.ິ.ດ.ຕ.ໍ.ມ.ა.ລ.າ.ຍ.ຮ.ັ.ບ.ບ.ັ.ບ.ຕ.ິ.ດ.ສ.ະ.ມ.ა. <u>ແ</u>ລ<u>ະ</u>ກ<u>ໍ</u>ເ<u>ອ</u>ົ<u>ا</u>ຮ<u>ั</u>บ<u>พ</u>ร<u>ะ</u>อ<u>ิ</u>น<u>ย</u>า<u>น</u>บ<u>ิ</u>ร<u>ิ</u>ส<u>ุ</u>ท<u>ธ</u>ิ<u>ใ</u>น<u>ม</u>ื<u>้</u>ต<u>่</u>ม<u>า</u>. ຂ.ອ.ຍ.ກ.ະ.ຕ.ັ.ນ.ຍ.ູ.ທ.ລ.າ.ຍ.ສ.ໍ.ລ.ັ.ບ.ຄ.ູ.ສ.ອ.ນ.ທ.ີ.ຟ.ັ.ງ.ແ.ລ.ະ.ເ.ຮ.ັ.ດ.ຕ.າ.ມ.ກ.ານ.ກ.ະ.ຕ.ຸ.ນ.ຂ.ອ.ງ.ພ.ຣ.ະ.ວ.ິ.ນ.ຍ.ານ.ບ.ໍ.ລ.ິ.ສ.ຸ.ດ.ເ.ມ.ື.ອ.ເ.ຂ.ົ.ა.ເ.ຈ.ົ.ა.ສ.ອ.ນ.

B. **1.** ແ.ຮ.ງ.ອ.ა.ນ.ພ.ຣ.ะ.ຄ.ໍ.ა.ພ.ິ.ແ.ຮ.ງ.ເ.ຂ.ົ.ა.ໃ.ຈ.ຈ.ຸ.ດ.ປ.ะ.ສ.ົ.ງ.ຂ.ອ.ງ.ຊ.ີ.ວ.ິ.ດ. **2.** ເ.ຈ.ົ.ა.ຄ.ິ.ດ.ຫ.ຍ.ັ.ງ.ແ.ດ.ˋ.ເ.ປ.ັ.ນ.ຫ.ຍ.ັ.ງ.ທ.ຸ.ກ.ຄ.ົ.ນ.ຈ.ຶ.ງ.ຕ.ອ.ˆ.ງ.ມ.ີ.ສ.ັ.ດ.ທ.າ? **3.** ຍ.ອ.ˆ.ນ.ສ.ັ.ດ.ທ.ˊ.າ.ຂ.ອ.ງ.ແ.ມ,ຂ.ອ.ຍ.ຈ.ຶ.ງ.ຕ.ັ.ດ.ສ.ິ.ນ.ໃ.ຈ.ປ.ˆ.ຽ.ນ.ຊ.ີ.ວ.ິ.ດ.ແ.ລ.ະ.ເ.ຮ.ັ.ດ.ຕ.ˊ.າ.ມ.ພ.ຣ.ະ.ຜ.ູ.ˇ.ຊ.ອ.ຍ.ໃ.ຫ.ລ.ອ.ດ.ຂ.ອ.ງ.ຂ.ອ.ຍ. **4.** ຫ.ລ.ັ.ງ.ຈ.າ.ກ.ເ.ພ.ິ.ນ.ໄ.ປ.ໂ.ບ.ດ.ເ.ພ.ິ.ນ.ກ.ˊ.ໍ.ໄ.ປ.ˋ.ກ.ິ.ນ.ເ.ຂ.ົ.ˊ.າ.ກ.ັ.ˇ.ບ.ນ.ອ.ˆ.ງ.ສ.ˊ.າ.ວ.ຂ.ອ.ງ.ເ.ພ.ິ.ˆ.ນ. **5.** ລ. າ.ວ.ເ.ຕ.ິ.ˇ.ບ.ˋ.ໂ.ຕ.ˋ.ເ.ປ.ັ.ˆ.ນ.ຄ.ົ.ນ.ˋ.ນ.ˋ.ຈ.ຶ.ˋ.ງ.ບ.ˋ.ເ.ຂ.ົ.ˊ.ໍ.ໃ.ຈ.ຄ.ວ.າ.ມ.ຫ.ມ.ა.ຍ.ຂ.ອ.ງ.ຄ.ˊ.ໍ.າ.ສ.ˇ.ບ.ˋ.ວ.ˊ.າ.ກ.ານ.ກ.ˇ.ັ.ບ.ໃ.ຈ. **6.** ເ.ຈ.ົ.ˊ.າ.ຄ.ິ.ດ.ແ.ˆ.ນ.ວ.ໃ.ດ.ແ.ດ.ˋ.ເ.ປ.ັ.ˆ.ນ.ຫ.ຍ.ັ.ˇ.ງ.ເ.ˆ.ˊ.ຈ.ˋ.ຶ.ˋ.ງ.ຈ.ˋ.ຶ.ˋ.ງ.ຮ.ˋ.ູ.ສ.ˊ.ึ.ກ.ˊ.ພ.ˊ.ຣ.ˊ.ะ.ˊ.ວ.ˊ.ິ.ˊ.ນ.ˊ.ຍ.ˊ.ານ.ˊ.ບ.ˊ.ໍ.ˊ.ລ.ˊ.ິ.ˊ.ສ.ˊ.ຸ.ˊ.ດ.ˊ.ເ.ˊ.ມ.ˊ.ື.ˊ.ອ.ˊ.ເ.ˊ.ຈ.ˊ.ົ.ˊ.ა.ˊ.ອ.ˊ.ະ.ˊ.ທ.ˊ.ິ.ˊ.ຖ.ˊ.ა.ˊ.ນ.ˊ? **7.** ຖ.ˊ.ა.ˊ.ເ.ˊ.ຈ.ˊ.ົ.ˊ.ა.ˊ.ໄ.ˊ.ປ.ˊ.ພ.ˊ.ຣ.ˊ.ะ.ˊ.ວ.ˊ.ິ.ˊ.ຫ.ˊ.ານ.ˊ.ເ.ˊ.ຈ.ˊ.ົ.ˊ.ა.ˊ.ກ.ˊ.ໍ.ˊ.ຊ.ˊ.ິ.ˊ.ມ.ˊ.ີ.ˊ.ທ.ˊ.ັ.ˊ.ດ.ˊ.ສ.ˊ.ะ.ˊ.ມ.ˊ.ານ.ˊ.ຫ.ˊ.ຸ.ˊ.ກ.ˊ.ໃ.ˊ.ຈ.ˊ.ຂ.ˊ.ອ.ˊ.ງ.ˊ.ເ.ˊ.ຂ.ˊ.ົ.ˊ.ა.ˊ.ເ.ˊ.ຈ.ˊ.ົ.ˊ.ა.ˊ? **8.** ພ.ˊ.ຣ.ˊ.ะ.ˊ.ເ.ˊ.ຢ.ˊ.ຊ.ˊ.ູ.ˊ.ຄ.ˊ.ິ.ˊ.ດ.ˊ.ສ.ˊ.ອ.ˊ.ນ.ˊ.ຜ.ˊ.ູ.ˊ.ຄ.ˊ.ົ.ˊ.ນ.ˊ.ແ.ˊ.ລ.ˊ.ວ.ˊ.ກ.ˊ.ໍ.ˊ.ເ.ˊ.ຂ.ˊ.ົ.ˊ.ა.ˊ.ໄ.ˊ.ປ.ˊ.ສ.ˊ.ະ.ˊ.ວ.ˊ.ິ.ˊ.ນ.ˊ.ຍ.ˊ.ານ.ˊ.ບ.ˊ.ໍ.ˊ.ລ.ˊ.ິ.ˊ.ສ.ˊ.ຸ.ˊ.ດ.ˊ.ເ.ˊ.ມ.ˊ.ື.ˊ.ອ.ˊ.ເ.ˊ.ຂ.ˊ.ົ.ˊ.ა.ˊ.ເ.ˊ.ຈ.ˊ.ົ.ˊ.ა.ˊ? **9.** ເ.ປ.ັ.ˆ.ນ.ຫ.ຍ.ັ.ˇ.ງ.ທ.ຸ.ˋ.ກ.ˋ.ຄ.ˋ.ົ.ˋ.ນ.ˋ.ຈ.ˋ.ຶ.ˋ.ງ.ມ.ˋ.ີ.ˋ.ຄ.ˋ.ວ.ˋ.ານ.ˋ.ທ.ˋ.ຸ.ˋ.ກ.ˋ.ຍ.ˋ.ານ.ˋ.ໃ.ˋ.ນ.ˋ.ຊ.ˋ.ີ.ˋ.ວ.ˋ.ິ.ˋ.ດ.ˋ.ຂ.ˋ.ອ.ˋ.ງ.ˋ.ເ.ˋ.ຂ.ˋ.ົ.ˋ.ა.ˋ.ເ.ˋ.ຈ.ˋ.ົ.ˋ.ა.ˋ? **10.** ຍ.ˋ.ອ.ˋ.ນ.ˋ.ຄ.ˋ.ˊ.ໍ.ˋ.ປ.ˋ.ˊ. າ.ˋ.ໃ.ˋ.ສ.ˋ.ຂ.ˋ.ອ.ˋ.ງ.ˋ.ເ.ˋ.ພ.ˋ.ິ.ˋ.ˆ.ນ.ˋ.ຂ.ˋ.ອ.ˋ.ຍ.ˋ.ປ.ˋ.ˆ.ຽ.ˋ.ນ.ˋ.ຊ.ˋ.ີ.ˋ.ວ.ˋ.ິ.ˋ.ດ.ˋ.ໃ.ˋ.ໝ.ˋ.ˋ.ມ.ˋ.ັ.ˋ.ນ.ˋ.ກ.ˋ.ໍ.ˋ.ຈ.ˋ.ະ.ˋ.ປ.ˋ.ˊ.ະ.ˋ.ທ.ˋ.ານ.ˋ.ໃ.ˋ.ຫ.ˋ.ˊ.ໍ.ˋ.ເ.ˋ.ກ.ˋ.ີ.ˋ.ດ.ˋ.ຂ.ˋ.ຶ.ˋ.ນ.ˋ.ສ.ˋ.ະ.ˋ.ສ.ˋ.ະ.ˋ.ມ.ˋ.ານ.ˋ.ຄ.ˋ.ˊ.ໍ.ˋ.າ.ˋ.ພ.ˋ.ະ.ˋ.ຍ.ˋ.ານ.ˋ.ຂ.ˋ.ອ.ˋ.ງ.ˋ.ພ.ˋ.ຣ.ˋ.ະ.ˋ.ອ.ˋ.ົ.ˋ.ງ.ˋ.ເ.ˋ.ພ.ˋ.ື.ˋ.ອ.ˋ.ໃ.ˋ.ຫ.ˋ.ˊ.ໍ.ˋ.ເ.ˋ.ຂ.ˋ.ົ.ˋ.ა.ˋ.ເ.ˋ.ຂ.ˋ.ົ.ˋ.ა.ˋ.ເ.ˋ.ຈ.ˋ.ົ.ˋ.ა.ˋ.ສ.ˋ.ອ.ˋ.ນ. **11.** ແ.ຮ.ງ.ອ.ა.ນ.ພ.ຣ.ะ.ຄ.ໍ.ა.ພ.ิ.ແ.ຮ.ງ.ມ.ิ.ອ.ˊ.ໍ.ˊ.ˊ.ˊ

B. **1.** ສາດສະໜາຈັກຖືກຟື້ນຟູໃນເດືອນສີ່ມື້ທີ່ຫົກປີພັນແປດຮ້ອຍສາມສິບ. **2.** ອ້າຍຂອງເຢເລັດເອົາຫີນສິບຫົກກ້ອນສະແດງໃຫ້ພຣະເຈົ້າ. **3.** ມີອັກຄະສາວົກສິບສອງຄົນ,ສາດສະດາຄົນໜຶ່ງແລະທີ່ປຶກສາ ສອງຄົນ. **4.** ໃນກຸມອີງມີພຣະອົງສາມອົງ. **5.** ຂໍເປີດພຣະຄຳພີເຖິງໜ້າທີ່ສາມຮ້ອຍສີ່ສິບສອງແດ? **6.** ໃນວັນທີເຈັດ,ພຣະເຈົ້າໄດ້ພັກຜ່ອນເປັນເວລາມື້ໜຶ່ງ.

C. **1.** ພຣະເຢຊູຄິດໄດ້ອີດອາທານເປັນເວລາສີ່ສິບມື້ເພື່ອສະແດງຕົວຢ່າງໃຫ້ເຮົາ. **2.** Correct **3.** Correct **4.** ພໍ່ແມ່ຂອງຂ້ອຍເປັນສະມາຊິກໄດ້ຊາວປີ. **5.** ສາດສະໜາຈັກຖືກສ້າງຂຶ້ນເທິງພື້ນຖານອັກຄະສາວົກສິບສອງຄົນແມນບໍ່ **6.** ເຢຄອບມີລູກສິບສອງຄົນ.

Relative Quantity

A. **1.** ເມື່ອເຮົາມີສັດທາເຮົາບໍ່ກັ້ງວົນຫລາຍໂພດ. **2.** ເຮົາຕ້ອງຟັງແລະບໍ່ເວົ້າຫລາຍເກີນໄປ. **3.** ເລມັນແລະເລມູເອນບໍ່ໄດ້ເຊື່ອມີໄຟເລີຍເຖິງແມ່ນເຂົາເຈົ້າໄດ້ເຫັນທູດສະຫວັນແລະໄດ້ຍິນສຽງຂອງພຣະເຈົ້າ. **4.** ຂອຍເວົ້າພາສາລາວບໍ່ຄອຍເກ່ັງປານໃດແຕ່ວ່າພຣະເຈົ້າຈະຊອຍໃນເວລາທີ່ເໝາະສົມ. **5.** ການເຮັດງ່ານຍາກເພາະຂອຍບໍ່ໄດ້ໃສ່ໃຈໝໍ່ໃນເວລາສຶກສາ **6.** ພຣະວິນຍານສາມາດຊອຍເຮົາເຮັດສິ່ງເກີນຄວາມສາມາດຂອງເຮົາ. **7.** ຂອຍບໍ່ຄອຍເຂົ້າໃຈຄຳຖ່ວມຂອງເຈົ້າ. **8.** ພຣະຜູ້ເປັນເຈົ້າບໍ່ເປັນອີ່ງໃຈຮ້າຍເລີຍ.

B. **1.** ຜູ້ຄົນບໍ່ຄອ່ຍເຂົ້າໃຈຄຳອຸບປະມາຂອງພຣະເຢຊູຄັກ. **2.** ຂ້ອຍບໍ່ຮູ້ວິທີຕອບສະໜນອ່ງປານໃດເມື່ອຄົນມີຄວາມຂ້ອ້ງໃຈແບບນັ້ນ. **3.** ເຮົາບໍ່ຄວນເຂົ້າໄກ້ເສັ້ນບາບຫລາຍໂພດເພາະການລໍ້ລວ່ງຂອງຊາຕ່ານອາດຈະເຂັ້ມແຂ່ງກວ່າເຮົາ. **4.** ເຮົາບໍ່ຄວນເຂົ້າໃກ້ຫຍ້ງເລີຍ ທີ່ທຳຮ້າຍຮ່າງກ່າຍຂອງເຮົາເພ່ະມັນກ່ໍຈະທຳຮ້າຍວິນຍານຂອງເຮົາດວ່ຍ. **5.** ພວກເຮົາບໍ່ຄວນຄິດວ່າຕົນຊອບທຳພໍແລວ. **6.** ມັນບໍ່ພໍດີຖ້າເຮົາເປັນສະມາຊິກຊື່ໆ.ເຮົາກ່ໍບ່ຕ້ອ່ຍຢ່ານເຮັດຄວາມດີອີກ.

C. **1.** Correct **2.** ການທ່ະນ້ງຕ໊ວໜ່າຍຄວ່ານວ່າການໄວ້ວ່າງໃຈໃນຕ໊ວເອ່ງຫລ່ຍກວ່ານ່ພຣະເຈົ້ຳ. **3.** ຈັນໄປໂບດບ່ໄດ້ມ້ືນ້ີເພ່ະເພ່ິນບ່ຄ່ອ່ຍສະບ່ຳ. **4.** ເ່ືອພຣະເ່ຢຊູຄ່ິດຊ່ິງສະເດ່ັດມ່ໆໂລກຊ່ຳວ່ຍ່ິວສ່ິງໃສ່ຫລ່ຍໂພດ. **5.** ນ່ກ່ຳເ່ັດບ່ບ່ເ່ືອເ່ືອ່ງຂອ່ງໂ່ຢເ່ັບສະ່ິດປ່ຳນ ໃດ. **6.** ເລ່ັນແລະເລ່ມູເ່ັນບ່ໄດ່ມ່ີຄ່ວ່ຳມຮ່ັກ່ຕ່ພຣະເ່ຢຊູຄ່ິດເ່ັຍ.

Remainders

A. **1.** ເຈົ້າມີຄຳຖາມເຫລືອຢູ່ຈັກຂໍ້? **2.** ເຈົ້າມີວັນຈັນຮັບບັບຕິດສະມາເຫລືອຢູ່ຈັກມື້? **3.** ຂ້ອຍຍ້ງເຫລືອພຣະຄຳພີມ່ມອ້ນຢູ່ສ່ຳມເຫລ່ັ້ມ. **4.** ມ້ນມ່ີຂ່ັ້ນຕອນ ສ່ຳມຢ່ຳງເຫລ່ືອຈ່ນເຖ່ິງເຮ່ຳກ່ບ່ຄ່ືນໄປ່ຢ່ສະຫວ່ັນນ່ຳພຣະຜ່ເ່ັ້ນເຈ່ົ້ຳໄດ. **5.** ເຈ່ົ້ຳບ່ມ່ີເຫລ່ືອຈ່ັກອ່ັ້ນເ່ັດ. ເ່ົ້ຳຕ່ຳມພ້ອມຮ່ັບບ່ັບຕ່ິດສະ່ິ່ຳເ່ັ້ວ. **6.** ເຮ່ຳຍ່ັ້ງ ມ່ີ ຄ່ຳຖ່ຳມດ່ີ ຢ່ ຊ່ຶ ງ ເຮ່ຳ ຢ່ຳ ກ ຖ່ຳ ມ ເ ຈ່ົ້ຳ ກ ອ ນ ອ ະ ທ່ິ ຖ່ຳ ນ. **7.** ຂ ໍ ໂ ທ ດ,ເ ຮ ່ ຳ ມ ່ ິ ເ ຫ ລ ່ ື ອ ສ ິ ບ ຫ ່ ຳ ນ ່ ຳ ທ ່ ິ ຈ ່ ນ ເ ຮ ່ ຳ ຕ ອ ງ ກ ່ ັ ບ ບ ່ ຳ ນ. **8.** ເ ຈ ່ ົ ້ ຳ ຍ ່ ັ ້ ງ ເ ຫ ລ ່ ື ອ ບ ່ ິ ດ ອ ່ ຳ ນ ຢ ່ ູ ຈ ່ ັ ກ ຂ ້ ໍ ຈ ່ ນ ບ ່ ັ ນ ລ ຸ ເ ປ ່ ຳ ໝ ່ ຳ ຍ?

C. **1.** ເຮົາບໍ່ຄວນໃຫ້ອາທານເຫລືອເນ່ົ່າແລະໃນທ່ຳນອ່ງດ່ຽວກ່ັນເຮ່ົ່ຳບ່ໍ່ຄວນເສ່ັຍເ່ມ່ືຍກ່ັບໝ່ອນຂອ່ງເຮ່ົ່ຳ. **2.** ຫ ລ ່ ັ ງ ຈ ່ ຳ ກ ຂ ້ ອ ້ ຍ ຮ ່ ັ ບ ບ ່ ັ ບ ຕ ່ ິ ດ ສ ະ ່ ິ ່ ຳ ມ ່ ຳ ຂ ອ ້ ຍ ຍ ່ ັ ງ ມ ່ ິ ຄ ່ ຳ ຖ ່ ຳ ມ ຢ ່ ູ ຈ ່ ຳ ກ ບ ່ ິ ດ ຮ ່ ຽ ນ ແ ຕ ່ ຂ ອ ້ ຍ ໄ ດ ່ ມ ຸ ງ ໝ ່ ຳ ໄ ປ ດ ວ ້ ຍ ສ ່ ັ ດ ທ ່ ຳ. **3.** ບ ່ ັ ນ ທ ່ ຳ ທ ່ ິ ່ ເ ຫ ລ ່ ື ອ ຢ ່ ູ ໃ ນ ຊ ່ ິ ວ ່ ິ ດ ຂ ອ ່ ງ ເ ຮ ່ ຳ ເ ມ ່ ື ອ ເ ຮ ່ ຳ ຕ ່ ຳ ຍ ຊ ່ ິ ຖ ່ ິ ກ ແ ກ ່ ໄ ຂ ໂ ດ ຍ ຜ ່ ຳ ນ ກ ່ ຳ ນ ຊ ່ ິ ດ ໄ ຊ ຂ ອ ່ ງ ພ ຣ ະ ເ ຢ ຊ ູ ຄ ່ ິ ດ. **4.** ຫ ລ ່ ັ ງ ຈ ່ ຳ ກ ເ ຮ ່ ຳ ກ ່ ິ ນ ມ ່ ັ ນ ຍ ່ ັ ງ ມ ່ ິ ອ ່ ຳ ຫ ່ ຳ ນ ຫ ລ ່ ຳ ຍ ເ ຫ ລ ່ ື ອ. **5.** ເ ຮ ່ ຳ ຍ ່ ັ ງ ມ ່ ິ ຫ ລ ່ ັ ກ ທ ່ ຳ ທ ່ ິ ່ ສ ຳ ຄ ່ ັ ນ ສ ່ ິ ່ ຢ ່ ຳ ງ ຢ ່ ູ ທ ່ ິ ່ ເ ຮ ່ ຳ ຕ ອ ງ ສ ິ ນ ທ ະ ນ ຳ. **6.** ຂ ອ ຍ ຊ ິ ໄ ປ ຢ ່ ູ ໂ ບ ດ ຢ ່ ູ.

D. **1.** Correct **2.** ເຮົ່ຳບ່ໍ່ມ່ີທ ລ ່ ັ ກ ທ ່ ຳ ເ ຫ ລ ່ ື ອ ທ ່ ິ ່ ເ ຮ ່ ຳ ຕ ້ ອ ງ ສ ອ ນ ເ ຈ ົ ້ ຳ. **3.** ຈ ່ ນ ດ ິ ບ ່ ໍ ່ ມ ່ ຳ ນ ່ ັ ດ ສ ອ ນ. ເ ພ ່ ິ ນ ຍ ່ ັ ງ ອ ອ ກ ກ ່ ຳ ລ ່ ັ ງ ກ ່ ຳ ຍ ຢ ່ ູ. **4.** ເ ຈ ົ ້ ຳ ມ ່ ິ ຮ ູ ບ ເ ຫ ລ ່ ື ອ ຢ ່ ູ ຈ ່ ັ ກ ຕ ່ ິ ນ? **5.** Correct **6.** ເ ມ ່ ື ອ ສ າ ດ ສ ະ ດ າ ເ ສ ຍ ສ າ ດ ສ ະ ໜ າ ຈ ່ ັ ກ ຍ ່ ັ ງ ມ ່ ິ ອ ່ ັ ກ ຄ ະ ສ າ ວ ົ ກ ສ ິ ບ ສ ່ ິ ່ ຄ ົ ນ ເ ຫ ລ ່ ື ອ ຢ ່ ູ.

“Also”

A. **1.** ຂ ອ ້ ຍ ກ ຳ ຢ າ ກ ໃ ຫ ້ ເ ຈ ົ ້ ຳ ຮ ູ ້ ສ ຶ ກ ຄ ວ າ ມ ຮ ັ ກ ຂ ອ ງ ພ ຣ ະ ເ ຈ ົ ້ ຳ ໃ ນ ຊ ີ ວ ິ ດ ຂ ອ ງ ເ ຈ ົ ້ ຳ ເ ໝ ມ ື ອ ນ ກ ັ ນ. **2.** ຂ ອ ້ ຍ ຕ ້ ອ ງ ນ ັ ດ ເ ວ ລ ຳ ພ ົ ບ ກ ັ ບ ອ ະ ທ ິ ກ ານ ແ ລ ະ ກ ຳ ຈ ່ ຳ ຍ ເ ງ ິ ນ ສ ວ ່ ນ ສ ິ ບ ນ ຳ ອ ີ ກ. **3.** ເ ຮ ົ ຳ ຕ ອ ງ ໄ ປ ຢ ຸ ມ ຢ າ ມ ເ ລ ກ ແ ລ ະ ນ ຳ ຕ ຸ ອ ງ ໄ ປ ຢ າ ມ ຈ ິ ມ ນ ຳ ອ ີ ກ. **4.** ຂ ອ ຍ ກ ຳ ຮ ັ ກ ລ າ ວ ຄ ື ກ ັ ນ ແ ລ ະ ຢ າ ກ ໃ ຫ ລ າ ວ ກ ັ ບ ໃ ຈ. **5.** ເ ຈ ົ ້ ຳ ສ າ ມ າ ດ ແ ບ ງ ປ ັ ນ ພ ຣ ະ ຄ ຳ ພ ີ ຂ ້ ໍ ໃ ດ ກ ຳ ໄ ດ ນ ຳ ເ ພ ່ ິ ນ ຕ າ ມ ໃ ຈ ເ ຈ ົ ້ ຳ. **6.** ແ ມ ນ ແ ຕ ພ ຣ ະ ເ ຍ ຊ ູ ສ ອ ນ ສ າ ດ ສ ະ ໜ ຳ ກ ຳ ຕ ອ ງ ໃ ຊ ສ ັ ດ ທ າ ແ ລ ະ ກ ັ ບ ໃ ຈ ຈ າ ກ ບ ຈ ຍ. **7.** ແ ອ ວ ເ ດ ີ ເ ປ ັ ນ ສ ັ ນ ກ ຳ ຢ າ ກ ມ າ ນ ັ ດ ສ ອ ນ ນ ີ ້ ດ ວ ຍ. **8.** ເ ຮ ົ ຳ ສ າ ມ າ ດ ອ ານ ບ ົ ດ ໃ ດ ກ ຳ ໄ ດ ຈ າ ກ ພ ຣ ະ ຄ ຳ ພ ີ ມ ່ ມ ອ ນ ໃ ນ ລ ະ ຫ ວ ່ າ ງ ເ ວ ລ າ ສ ຶ ກ ສ າ ນ ຳ ຄ ູ ສ ອ ນ ສ າ ດ ສ ະ ໜ າ. **9.** ພ ຣ ະ ຄ ຳ ພ ີ ຂ ອ ງ ຂ ອ ຍ ກ ຳ ສ ິ ນ ຳ ຕ ານ ຄ ື ກ ັ ນ. **10.** ແ ມ ນ ແ ຕ ສ ະ ມ າ ຊ ິ ກ ຂ ອ ງ ສ າ ດ ສ ະ ໜ າ ຈ ັ ກ ກ ຳ ຕ ອ ງ ກ ັ ບ ໃ ຈ ແ ລ ະ ອ ຶ ດ ທ ົ ນ ຈ ົ ນ ເ ຖ ິ ງ ທ ີ ່ ສ ຸ ດ.

B. **1.** ຂ ອ ້ ຍ ກ ຳ ມ ັ ກ ພ ຣ ະ ຄ ຳ ພ ີ ຢ ິ ບ ດ ນ ຸ ້ ນ ດ ວ ້ ຍ. **2.** ສ ິ ມ ສ ະ ວ ັ ດ ກ ຳ ມ ີ ປ ັ ນ ຫ າ ກ ັ ບ ເ ລ ື ່ ອ ງ ນ ັ ້ ນ ຄ ື ກ ັ ນ. **3.** ແ ມ ້ ແ ຕ ່ ພ ວ ກ ຟ າ ລ ີ ຊ າ ຍ ກ ຳ ຮ ູ ້ ສ ຶ ກ ວ ່ າ ພ ຣ ະ ເ ຢ ຊ ູ ມ ີ ສ ິ ດ ອ ຳ ນ າ ດ ຫ ລ າ ຍ. **4.** ແ ມ ນ ແ ຕ ພ ຣ ະ ເ ຢ ຊ ູ ກ ຳ ຖ ື ກ ລ ໍ ້ ລ ວ ງ. **5.** ຂ ອ ຍ ກ ຳ ມ ີ ປ ະ ຈ ັ ກ ພ ະ ຍ ານ ກ ຽ ວ ກ ັ ບ ຫ ລ ັ ກ ທ ຳ ນ ັ ້ ນ ດ ວ ຍ. **6.** ຈ ັ ນ ດ ກ ຳ ມ ີ ປ ະ ສ ົ ບ ການ ພ ິ ເ ສ ດ ເ ມ ື ່ ອ ອ ານ ພ ຣ ະ ຄ ຳ ພ ີ ຂ ້ ໍ ນ ັ ້ ນ ດ ວ ຍ.

C. **1.** ພ ຣ ະ ວ ິ ນ ຍ ານ ສ ອ ນ ຄ ວ າ ມ ຈ ິ ງ ໃ ຫ ້ ເ ຮ ົ ຳ. ພ ຣ ະ ອ ົ ງ ກ ຳ ຕ ັ ກ ເ ຕ ື ອ ນ ເ ຮ ົ ຳ ອ ີ ກ. **2.** ສ າ ດ ສ ະ ດ າ ມ ີ ຂ ໍ ້ ກ ະ ແ ຈ ແ ຫ ່ ງ ຖ ານ ະ ປ ະ ໂ ລ ຫ ິ ດ ເ ມ ນ ຄ ິ ເ ສ ເ ດ ັ ກ ແ ລ ະ ກ ຳ ມ ີ ຂ ໍ ້ ກ ະ ແ ຈ ແ ຫ ່ ງ ຖ ານ ະ ປ ະ ໂ ລ ຫ ິ ດ ອ າ ໂ ຣ ນ ນ ຳ ອ ີ ກ. **3.** Correct **4.** ປ ຶ ້ ມ ຈ ່ ງ ສ ອ ນ ພ ະ ກ ິ ດ ຕ ິ ຄ ຸ ນ ຂ ອ ງ ເ ຮ ົ ຳ ວ ່ າ ຖ ່ ຳ ພ ຣ ະ ວ ິ ນ ຍ ານ ບ ໍ ລ ິ ສ ຸ ດ ຊ ີ ້ ນ ຳ ເ ຮ ົ ຳ ສ ອ ນ ບ ົ ດ ຮ ຽ ນ ໃ ນ ລ ຳ ດ ັ ບ ໃ ດ ກ ຳ ໄ ດ. **5.** ຂ າ ພ ະ ເ ຈ ົ ້ ຳ ກ ຳ ມ ີ ຄ ວ າ ມ ຮ ູ ້ ສ ຶ ກ ທ ີ ່ ເ ລ ິ ກ ເ ຊ ິ ່ ງ ກ ຽ ງ ກ ັ ບ ພ ຣ ະ ຜ ູ ຊ ອ ຍ ໃ ຫ ລ ອ ດ ຂ ອ ງ ເ ຮ ົ ຳ ເ ໝ ມ ື ອ ນ ກ ັ ນ. **6.** Correct

Review: Quality, Quantity, Number, and Sequence

A. ມ ັ ນ ບ ່ ໍ ່ ມ ີ ບ າ ບ ໃ ດ <u>ເ ລ ີ ຍ</u> ທ ີ ່ ການ ຊ ົ ດ ໃ ຊ ້ ຂ ອ ງ ພ ຣ ະ ເ ຢ ຊ ູ ຄ ິ ດ ແ ກ ້ ໄ ຂ ບ ່ ໍ ່ ໄ ດ ້. ເ ພ ື ່ ອ <u>ສ ອ ງ</u> ພ ັ ນ ປ ີ ກ ່ ອ ນ ພ ຣ ະ ອ ົ ງ ໄ ດ ້ ສ ະ ເ ດ ັ ດ ມ າ ສ ູ ່ ໂ ລ ກ. ພ ຣ ະ ອ ົ ງ ໄ ດ ້ ສ ອ ນ ຜ ູ ້ ຄ ົ ນ ໃ ຫ ້ ເ ຮ ັ ດ ແ ຕ ່ ຄ ວ າ ມ ດ ີ ແ ລ ະ ກ ຳ ໄ ດ ຊ ົ ດ ໃ ຊ ້ ບ າ ບ ຂ ອ ງ ເ ຮ ົ ຳ <u>ນ ຳ ອ ີ ກ</u>. ອ ິ ດ ທ ິ ພ ິ ນ ແ ລ ະ ຄ ຳ ສ ອ ນ ຂ ອ ງ ພ ຣ ະ ອ ົ ງ <u>ຍ ັ ງ ເ ຫ ລ ື ອ ຢ ູ ່</u> ໂ ລ ກ ແ ມ ່ ຈ ົ ນ ເ ຖ ິ ງ ປ ັ ດ ຈ ຸ ບ ັ ນ ນ ີ ້ ຖ ້ າ ເ ຮ ົ ຳ ຢ າ ກ ປ ະ ສ ົ ບ ພ ອ ນ ທ ັ ້ ງ ຫ ມ ົ ດ ຂ ອ ງ ການ ຊ ົ ດ ໃ ຊ ້ ຂ ອ ງ ພ ຣ ະ ອ ົ ງ ມ ັ ນ <u>ບ ໍ ່ ພ ໍ ່</u> ທ ີ ່ ຈ ະ ເ ວ ົ ້ ຳ ວ ່ າ ເ ຮ ົ ຳ ເ ຊ ື ່ ອ ໃ ນ ພ ຣ ະ ອ ົ ງ ເ ທ ົ ່ ຳ ນ ັ ້ ນ. ໃ ນ ພ ຣ ะ ຄ ຳ ພ ີ ມ ່ ມ ອ ນ ຊ າ ວ ແ ອ ນ ໄ ທ ນ ິ ໄ ຟ ລ ິ ໄ ຮ ໄ ດ ປ ່ ຽ ນ ໃ ຈ ແ ລ ະ ເ ຮ ັ ດ ຄ ຳ ສ ັ ນ ຍ າ ກ ັ ບ ພ ຣ ະ ຜ ູ ເ ປ ັ ນ ເ ຈ ົ ້ ຳ ວ ່ ຳ ເ ຂ ົ ຳ ຈ ະ ບ ໍ ່ ຂ ຳ ຄ ົ ນ ອ ີ ກ <u>ເ ລ ີ ຍ</u>. ໃ ນ ທ ຳ ນ ອ ງ ດ ຽ ວ ກ ັ ນ ເ ຮ ົ ຳ <u>ກ ໍ</u> ຕ ອ ງ ປ ່ ຽ ນ ການ ປ ະ ພ ຶ ດ ທ ີ ່ ບ ໍ ່ ສ ອ ດ ຄ ອ ງ ກ ັ ບ ພ ຣ ະ ບ ັ ນ ຍ ັ ດ ຂ ອ ງ ພ ຣ ະ ເ ຈ ົ ້ ຳ ດ ວ ຍ. ການ ຊ ົ ດ ໃ ຊ ້ ຂ ອ ງ ພ ຣ ະ ເ ຢ ຊ ູ ຄ ິ ດ ບ ່ ໍ ່ ພ ຽ ງ ແ ຕ ່ ລ ຶ ບ ບ າ ບ ຂ ອ ງ ເ ຮ ົ ຳ ມ ັ ນ <u>ກ ໍ</u> ຊ ອ ຍ ເ ຮ ົ ຳ ທ ຶ ນ ຄ ວ າ ມ ທ ຸ ກ ໂ ທ ລ ະ ມ ານ ຂ ອ ງ ເ ຮ ົ ຳ <u>ນ ຳ ອ ີ ກ</u>. ເ ລ ື ່ ອ ງ ການ ຊ ົ ດ ໃ ຊ ້ ເ ປ ັ ນ ຫ ລ ັ ກ ທ ຳ ທ ີ ່ <u>ສ ຳ ຄ ັ ນ</u> ທ ີ ່ ສ ຸ ດ ຂ ອ ງ ພ ຣ ະ ກ ິ ດ ຕ ິ ຄ ຸ ນ. ເ ພ າ ະ ສ ະ ນ ັ ້ ນ ມ ັ ນ ຈ ່ ງ ຄ ວ ນ ເ ປ ັ ນ ຫ ລ ັ ກ ທ ຳ <u>ທ ີ ່ ໜ ຶ ່ ງ</u> ທ ີ ່ ພ ວ ກ ເ ຮ ົ ຳ ສ ອ ນ ຜ ູ ້ ຄ ົ ນ.

B. ຂ້ອຍກໍ່ຂໍເປັນພະຍານເຖິງຫລັກທຳນີ້ດ້ວຍ. ດັ່ງທີ່ຄູ່ສອນສາດສະໜາຂອງຂ້ອຍເວົ້າມາແລ້ວຂ້ອຍເອງກໍ່ຮູ້ວ່າພຣະຜູ້ເປັນເຈົ້າມີຈິງ. ພຣະອົງເປັນພຣະບິດາອົງດຽວຂອງເຮົາ. ພຣະອົງຢາກຊ່ອຍຜູ້ຄົນຢູ່ໂລກແລະຈະບໍ່ທຳລາຍມັນຖ້າຫາກວ່າຍັງມີຄົນຊ່ອນທຳບາງຄົນ<u>ເຫລືອຢູ່</u>. ໃນຖານະເປັນຜູ້ສອນສາດສະໜາມັນເປັນໜ້າທີ່ຂອງພວກເຮົາທີ່ຈະຕັກເຕືອນຜູ້ຄົນໃຫ້ກັບໃຈ. ຄວາມຮັກແລະຄວາມເມດຕາຂອງພຣະອົງໃຫຍ່ກວ່າຄວາມເຂົ້າໃຈຂອງຄົນທາງໂລກ. ຖ້າພວກເຮົາອະທິຖານຢ່າງຈິງໃຈພຣະອົງກໍ່ຊີ້ຕົດຕ່ໍກັບເຮົານຳອີກ. ເຖິງແມ່ນວ່າການກັບໃຈບໍ່ງ່າຍ<u>ປານ</u>ໃດຂ່ອຍຍັງຮູ້ວ່າການກັບໃຈຊ່ວຍພວກເຮົາພົ້ນຄວາມສະໜ້ຽໃນຊີວິດນີ້. ໃນປີ<u>ພັນ</u>ແປດຮ່ອຍຊາວ<u>ໂ</u>ຢເຊັບສະມິດເຫັນ ພຣະຜູ້ເປັນເຈົ້າແລະພຣະອົງເລືອກລາວໃຫ້ຟື້ນຟູຄວາມຈິງ. ຂ່ອຍຮູ້ວ່າມັນເປັນຍ່ອນການຟື້ນຟູນີ້ທີ່ເຮົາຈຶ່ງສາມາດໃຊ້ການຊົດໃຊ້ໃນຊີວິດຂອງເຮົາ.

C. **1.** ໃນປີ<u>ພັນ</u>ແປດຮ່ອຍເກົ້າສິບເຈັດ... (Study “Numbers”) **2.** ໂຢເຊັບບໍ່ຄ່ອຍຮູ້ວ່າເພິ່ນຕ້ອງຮ່ວມສາດສະໜາໃດ. (Study “Relative Quantities”) **3.** ຂ່ອຍກໍ່ຮູ້ຄືກັນວ່າເຮົາສາມາດຢູ່ກັບພຣະເຈົ້າອີກຫລັງຈາກຕາຍ. (Study “Also”) **4.** ເພິ່ນບໍ່ສະລາດປານໃດທາງໂລກ ແຕ່ເພິ່ນມີສັດທາແຂງແຮງ. (Study “Relative Quantities”) **5.** ເຈົ້າເຕັມໃຈທີ່ຈະຮັບບັບຕິດສະມາໃນເດືອນສາມບໍ? (Study “Numbers”) **6.** ພວກເຮົາມີພຣະຄຳພີມໍມອນ<u>ຫ</u>ລາຍ<u>ເ</u>ຫ<u>ລ</u>ັ້ມ<u>ເ</u>ຫ<u>ລ</u>ືອ<u>ເ</u>ຟືອ. (Study “Remainders”) **7.** ໃນ<u>ຫ</u>ລັກ<u>ແ</u>ຫ<u>ງ</u>ຄວາມ<u>ເ</u>ຊື່ອ<u>ຂ</u>ໍ້ທີ<u>ສ</u>ີ່ພ<u>ວ</u>ກ<u>ເ</u>ຮົ<u>າ</u>ຮ<u>ຽ</u>ນ<u>ວ</u>າ... (Study “Numbers”) **8.** ເຮົາ<u>ຕ</u>ອ<u>ງ</u>ໄ<u>ປ</u>ຢ<u>າ</u>ມ<u>ບ</u>ຸ<u>ນ</u>ສ<u>າ</u>ລ<u>ີ</u>ແ<u>ລ</u>ະ<u>ກ</u>ຳ<u>ຕ</u>ອ<u>ງ</u>ອ<u>ວ</u>ຍ<u>ພ</u>ອ<u>ນ</u>ແ<u>ກ</u>ວ<u>ນ</u>ຳ<u>ອ</u>ີ<u>ກ</u>. (Study “Also”) **9.** ພຣະເຈົ້າໃຫ້ເຮົາເລືອກ<u>ທ</u>າ<u>ງ</u>ໃ<u>ດ</u>ກ<u>ໍ</u>ໄ<u>ດ</u>ໃ<u>ນ</u>ຊ<u>ີ</u>ວ<u>ິ</u>ດ<u>ຕ</u>າ<u>ມ</u>ໃ<u>ຈ</u>ເ<u>ຮ</u>ົ<u>າ</u>. (Study “Also”) **10.** ແ<u>ມ</u>ນ<u>ແ</u>ຕ<u>ຄ</u>ອ<u>ບ</u>ຄ<u>ົ</u>ວ<u>ຂ</u>ອ<u>ງ</u>ບ<u>າ</u>ງ<u>ຄ</u>ົ<u>ນ</u>ກ<u>ໍ</u>ຊ<u>ີ</u>ປ<u>ະ</u>ຕ<u>ິ</u>ເ<u>ສ</u>ດ<u>ເ</u>ຂ<u>ົ</u>າ<u>ເ</u>ມ<u>ົ</u>າ<u>ເ</u>ຂ<u>ົ</u>າ<u>ຮ</u>ັ<u>ບ</u>ບ<u>ັ</u>ບ<u>ຕ</u>ິ<u>ດ</u>ສ<u>ະ</u>ມ<u>າ</u>. (Study “Also”) **11.** ແ<u>ອ</u>ລ<u>ະ</u>ມ<u>າ</u>ບ<u>ໍ</u>່ມ<u>ີ</u>ຄ<u>ວ</u>າ<u>ມ</u>ປ<u>າ</u>ດ<u>ຖ</u>ະ<u>ໜ</u>ນ<u>າ</u>ທ<u>ີ</u>່ຈ<u>ະ</u>ເ<u>ຮ</u>ັ<u>ດ</u>ບ<u>າ</u>ບ<u>ອ</u>ີ<u>ກ</u>ເ<u>ລ</u>ີ<u>ຍ</u>. (Study “Relative Quantities”) **12.** ເຈົ້າ<u>ມ</u>ີ<u>ບ</u>ັ<u>ດ</u>ເ<u>ຫ</u>ລ<u>ືອ</u>ຈ<u>ັ</u>ກ<u>າ</u>ແ<u>ຜ</u>ນ? (Study “Remainders”) **13.** ຂ<u>ອ</u>ຍ<u>ກ</u>ໍ<u>ເ</u>ປ<u>ັ</u>ນ<u>ພ</u>ະ<u>ຍ</u>ານ<u>ວ</u>ານ<u>ພ</u>ຣ<u>ະ</u>ເ<u>ຈ</u>ົ<u>ານ</u>ຮ<u>ັ</u>ກ<u>ພ</u>ວ<u>ກ</u>ເ<u>ຮ</u>ົ<u>ານ</u>(ດ<u>ວ</u>ຍ). (Study “Also”) **14.** ຂໍ<u>ເ</u>ປ<u>ີ</u>ດ<u>ພ</u>ຣ<u>ະ</u>ຄ<u>ຳ</u>ພ<u>ີ</u>ມ<u>ໍ</u>ມ<u>ອ</u>ນ<u>ຫ</u>າ<u>ບ</u>ົ<u>ດ</u>ທ<u>ີ</u>່ສ<u>າ</u>ມ<u>ສ</u>ິ<u>ບ</u>ເ<u>ອ</u>ັ<u>ດ</u>. (Study “Numbers”) **15.** ແ<u>ມ</u>ແ<u>ຕ</u>ສ<u>າ</u>ດ<u>ສ</u>ະ<u>ດ</u>າ<u>ກ</u>ໍ<u>ຕ</u>ອ<u>ງ</u>ມ<u>ີ</u>ສ<u>ັ</u>ດ<u>ທ</u>າ<u>ໃ</u>ນ<u>ພ</u>ຣ<u>ະ</u>ຄ<u>ຣ</u>ິ<u>ດ</u>. (Study “Also”) **16.** ເຮົ<u>າ</u>ມ<u>ີ</u>ສ<u>າ</u>ມ<u>ສ</u>ິ<u>ບ</u>ນ<u>າ</u>ທ<u>ີ</u>ເ<u>ຫ</u>ລ<u>ືອ</u>ກ<u>ອ</u>ນ<u>ຊ</u>ິ<u>ຕ</u>ອ<u>ງ</u>ກ<u>ັ</u>ບ<u>ບ</u>ານ. (Study “Remainders”) **17.** ຫ<u>ນ</u>ັ<u>ງ</u>ສ<u>ື</u>ໂ<u>ມ</u>ໂ<u>ຣ</u>ໄ<u>ນ</u>ບ<u>ິ</u>ດ<u>ທ</u>ສ<u>ິ</u>ບ<u>ແ</u>ນ<u>ະ</u>ນ<u>ຳ</u>ໃ<u>ຫ</u>ອ<u>ະ</u>ທ<u>ິ</u>ຖ<u>ານ</u>ກ<u>ັ</u>ງ<u>ວ</u>ກ<u>ັ</u>ບ<u>ພ</u>ຣ<u>ະ</u>ຄ<u>ຳ</u>ພ<u>ີ</u>ມ<u>ໍ</u>ມ<u>ອ</u>ນ<u>ເ</u>ພ<u>ື</u>ອ<u>ຮ</u>ັ<u>ບ</u>ຮ<u>ູ</u>ວ<u>ານ</u>ັ<u>ນ</u>ເ<u>ປ</u>ັ<u>ນ</u>ຄ<u>ວ</u>າ<u>ມ</u>ຈ<u>ິ</u>ງ. (Study “Numbers”) **18.** ນ<u>ັ</u>ກ<u>ເ</u>ທ<u>ດ</u>ສ<u>ະ</u>ໜ<u>າ</u>ບ<u>ຸ</u>ຄ<u>ົ</u>ນ<u>ບ</u>ອ<u>ກ</u>ໂ<u>ຢ</u>ເ<u>ຊ</u>ັ<u>ບ</u>ສ<u>ະ</u>ມ<u>ິ</u>ດ<u>ວ</u>າ<u>ພ</u>ຣ<u>ະ</u>ຄ<u>ຳ</u>ພ<u>ີ</u>ໄ<u>ບ</u>ເ<u>ບ</u>ິ<u>ນ</u>ພ<u>ຣ</u>ະ<u>ເ</u>ຈ<u>ົ</u>ານ<u>ຈ</u>ະ<u>ບ</u>ໍ<u>ເ</u>ວ<u>ົ</u>ານ<u>ອ</u>ີ<u>ກ</u>ເ<u>ລ</u>ີ<u>ຍ</u>. (Study “Relative Quantities”) **19.** ເ<u>ຈ</u>ົ<u>ານ</u>ເ<u>ຫ</u>ລ<u>ືອ</u>ຢ<u>ູ</u>ພ<u>ີ</u>ອ<u>ີ</u>ກ<u>ຈ</u>ັ<u>ກ</u>ອ<u>າ</u>ທ<u>ິ</u>ດ<u>ກ</u>ອ<u>ນ</u>ຊ<u>ິ</u>ໄ<u>ປ</u>ເ<u>ຂ</u>ດ<u>ອ</u>ື<u>ນ</u>? (Study “Remainders”) **20.** ຂ<u>ອ</u>ຍ<u>ກ</u>ໍ ຢ<u>າ</u>ກ<u>ແ</u>ບ<u>ງ</u>ປ<u>ັ</u>ນ<u>ປ</u>ະ<u>ຈ</u>ັ<u>ກ</u>ານ<u>ພ</u>ະ<u>ຍ</u>ານ<u>ຂ</u>ອ<u>ງ</u>ຂ<u>ອ</u>ຍ<u>ນ</u>ຳ<u>ເ</u>ຈ<u>ົ</u>ານ<u>ຄ</u>ືກ<u>ັ</u>ນ. (Study “Also”)

D. **1.** ພ<u>ຣ</u>ະ<u>ເ</u>ຢ<u>ຊ</u>ູ<u>ຊ</u>ົ<u>ງ</u>ໄ<u>ດ</u>ເ<u>ລ</u>ືອ<u>ກ</u>ອ<u>ັ</u>ກ<u>ສ</u>ອ<u>ກ</u>ສ<u>ິ</u>ບ<u>ສ</u>ອ<u>ງ</u>ຄ<u>ົ</u>ນ. **2.** ເ<u>ພ</u>ິ<u>ນ</u>ບ<u>ໍ</u>່ຄ<u>ຸ</u>ອ<u>ຍ</u>ພ<u>ອ</u>ມ<u>ປ</u>ານ<u>ໃ</u>ດ<u>ທ</u>ີ<u>ຈ</u>ະ<u>ຮ</u>ັ<u>ບ</u>ບ<u>ັ</u>ບ<u>ຕ</u>ິ<u>ດ</u>ສ<u>ະ</u>ມ<u>າ</u>. **3.** ຂ<u>ອ</u>ຍ<u>ກ</u>ໍ<u>ຢ</u>າ<u>ກ</u>ໄ<u>ປ</u>ພ<u>ຣ</u>ະ<u>ວ</u>ິ<u>ຫ</u>ານ<u>ມ</u>ື<u>ນ</u>ີ<u>ດ</u>ວ<u>ຍ</u>. **4.** ມ<u>ັ</u>ນ<u>ມ</u>ີ<u>ບ</u>ົ<u>ດ</u>ຮ<u>ຽ</u>ນ<u>ສ</u>ອ<u>ງ</u>ຂ<u>ໍ</u>້<u>ເ</u>ຫ<u>ລ</u>ືອ<u>ໃ</u>ນ<u>ໜ</u>ັ<u>ງ</u>ສ<u>ື</u>ແ<u>ອ</u>ລ<u>ມ</u>າ<u>ຊ</u>ຶ<u>ງ</u>ຂ<u>ອ</u>ຍ<u>ຍ</u>ັ<u>ງ</u>ບ<u>ໍ</u>່ໄ<u>ດ</u>ອ<u>ານ</u>ເ<u>ທ</u>ື<u>ອ</u>. **5.** ຂ<u>ອ</u>ຍ<u>ເ</u>ວົ<u>າ</u>ພ<u>າ</u>ສ<u>າ</u>ລ<u>າ</u>ວ<u>ບ</u>ໍ<u>ຄ</u>ອ<u>ຍ</u>ເ<u>ກ</u>ົ<u>ງ</u>ປ<u>ານ</u>ໃ<u>ດ</u>ແ<u>ຕ</u>ຂ<u>ອ</u>ຍ<u>ຮ</u>ູ<u>ວ</u>ານ<u>ໄ</u>ດ<u>ຮ</u>ັ<u>ບ</u>ກ<u>ານ</u>ມ<u>ອ</u>ບ<u>ຫ</u>ມ<u>າ</u>ຍ<u>ຈ</u>າ<u>ກ</u>ພ<u>ຣ</u>ະ<u>ເ</u>ຈ<u>ົ</u>ານ. **6.** ມ<u>ື</u>ນ<u>ີ</u>ຂ<u>ອ</u>ຍ<u>ຕ</u>ອ<u>ງ</u>ອ<u>ານ</u>ພ<u>ຣ</u>ະ<u>ຄ</u>ຳ<u>ພ</u>ີ<u>ແ</u>ລ<u>ະ</u>ກ<u>ໍ</u>ໄ<u>ປ</u>ພ<u>ຣ</u>ະ<u>ວ</u>ິ<u>ຫ</u>ານ<u>ມ</u>ໍ<u>ອ</u>ີ<u>ກ</u>. **7.** ເ<u>ຈ</u>ົ<u>ານ</u>ບ<u>ໍ</u>່ຮ<u>ູ</u>ພ<u>ິ</u>ດ<u>ແ</u>ຕ<u>ວ</u>ານ<u>ວ</u>ານ<u>ເ</u>ຈ<u>ົ</u>ານ<u>ຮ</u>ູ<u>ພ</u>ໍ<u>ແ</u>ລ<u>ວ</u>. **8.** ແ<u>ມ</u>ນ<u>ແ</u>ຕ<u>ເ</u>ຈ<u>ົ</u>ານ<u>ກ</u>ໍ<u>ໄ</u>ດ<u>ຮ</u>ັ<u>ບ</u>ບ<u>ຸ</u>ອ<u>ະ</u>ໄ<u>ພ</u>ຈ<u>າ</u>ກ<u>ບ</u>າ<u>ບ</u>ໄ<u>ດ</u>. **9.** ເ<u>ມ</u>ື<u>ອ</u>ເ<u>ຈ</u>ົ<u>ານ</u>ຮ<u>ູ</u>ສ<u>ຶ</u>ກ<u>ແ</u>ບ<u>ບ</u>ບ<u>ໍ</u>່ມ<u>ີ</u>ພ<u>ະ</u>ລ<u>ັ</u>ງ<u>ອ</u>ີ<u>ກ</u>ຢ<u>ູ</u>ພ<u>ຣ</u>ະ<u>ຄ</u>ິ<u>ດ</u>ຊ<u>ົ</u>ງ<u>ຈ</u>ະ<u>ຍ</u>ົ<u>ກ</u>ອ<u>ຸ</u>ມ<u>ເ</u>ຈ<u>ົ</u>ານ<u>ໄ</u>ປ. **10.** ເ<u>ຮ</u>ົ<u>າ</u>ອ<u>າ</u>ດ<u>ຮ</u>ູ<u>ສ</u>ຶ<u>ກ</u>ວ<u>າ</u>ອ<u>າ</u>ວ<u>ຸ</u>ກ<u>ານ</u>ີ<u>ເ</u>ກ<u>ີ</u>ນ<u>ຄ</u>ວ<u>າ</u>ມ<u>ສ</u>າ<u>ມ</u>າ<u>ດ</u>ຂ<u>ອ</u>ງ<u>ເ</u>ຮ<u>ົ</u>າ<u>ແ</u>ຕ<u>ວ</u>າ<u>ພ</u>ຣ<u>ະ</u>ເ<u>ຈ</u>ົ<u>ານ</u>ຈ<u>ະ</u>ຢ<u>ູ</u>ນ<u>ຳ</u>ເ<u>ຮ</u>ົ<u>າ</u>. **11.** ຂ<u>ອ</u>ຍ<u>ກ</u>ໍ<u>ອ</u>ະ<u>ທ</u>ິ<u>ຖ</u>ານ<u>ຕ</u>ັ<u>ນ</u>ຍ<u>ູ</u>ສ<u>ຳ</u>ລ<u>ັ</u>ບ<u>ການ</u>ຟ<u>ື</u>ນ<u>ຟ</u>ູ<u>ພ</u>ຣ<u>ະ</u>ກ<u>ິ</u>ດ<u>ຕ</u>ິ<u>ຄ</u>ຸ<u>ນ</u>ຂ<u>ອ</u>ງ<u>ພ</u>ຣ<u>ະ</u>ອ<u>ົ</u>ງ<u>ດ</u>ວ<u>ຍ</u>. **12.** ໂ<u>ບ</u>ດ<u>ຢ</u>ູ<u>ຖ</u>ະ<u>ໜ</u>ົ<u>ນ</u>ຫ<u>ນ</u>ີ<u>ນ</u>ຫ<u>າ</u>ສ<u>ິ</u>ບ<u>ເ</u>ອ<u>ັ</u>ດ. **13.** ເ<u>ຈ</u>ົ<u>ານ</u>ີ<u>ລ</u>ູ<u>ກ</u>ານ<u>ເ</u>ຫ<u>ລ</u>ືອ<u>ຢ</u>ູ<u>ບ</u>ານ<u>ຈ</u>ັ<u>ກ</u>ານ? **14.** ເ<u>ຮ</u>ົ<u>າ</u>ບ<u>ໍ</u>່ມ<u>ີ</u>ນ<u>ັ</u>ນ<u>ທ</u>ິ<u>ກ</u>ານ<u>ກ</u>ານ<u>ກ</u>າ<u>ວ</u>ໜ<u>າ</u>ເ<u>ຫ</u>ລ<u>ືອ</u>ຢ<u>ູ</u>ຈ<u>ັ</u>ກ<u>ສ</u>ະ<u>ບ</u>ັ<u>ບ</u>. **15.** ເ<u>ຮ</u>ົ<u>າ</u>ໄ<u>ປ</u>ຢ<u>າ</u>ມ<u>ທ</u>ອ<u>ງ</u>,<u>ຈ</u>ັ<u>ນ</u>,ແ<u>ລ</u>ະ<u>ກ</u>ໍ<u>ສ</u>ານ<u>ບ</u>ຸ<u>ນ</u>ຳ<u>ອ</u>ີ<u>ກ</u>. **16.** ສ<u>າ</u>ດ<u>ສ</u>ະ<u>ໜ</u>າ<u>ຈ</u>ັ<u>ກ</u>ານ<u>ນ</u>ີ<u>ຖ</u>ືກ<u>ຈ</u>ັ<u>ດ</u>ຕັ<u>ງ</u>ຂ<u>ຶ</u>ນ<u>ໃ</u>ນ<u>ປ</u>ີ<u>ພ</u>ັ<u>ນ</u>ແ<u>ປ</u>ດ<u>ຮ</u>ອ<u>ຍ</u>ສ<u>າ</u>ມ<u>ສ</u>ິ<u>ບ</u>ເ<u>ຈ</u>ັ<u>ດ</u>. **17.** ມ<u>ີ</u>ພ<u>ຣ</u>ະ<u>ວ</u>ິ<u>ຫ</u>ານ<u>ຮ</u>ອ<u>ຍ</u>ສ<u>າ</u>ມ<u>ສ</u>ິ<u>ບ</u>ສ<u>ີ</u>່ຫ<u>ລ</u>ັ<u>ງ</u>ທ<u>ີ</u>່ເ<u>ປ</u>ີ<u>ດ</u>ຢ<u>ູ</u>ທ<u>ົ</u>ວ<u>ໂ</u>ລ<u>ກ</u>. **18.** ມ<u>ັ</u>ນ<u>ເ</u>ປ<u>ັ</u>ນ<u>ໄ</u>ປ<u>ບ</u>ໍ<u>ໍ</u>ໄ<u>ດ</u>ທ<u>ີ</u>ຈ<u>ະ</u>ຮ<u>ັ</u>ກ<u>ພ</u>ຣ<u>ະ</u>ເ<u>ຈ</u>ົ<u>ານ</u>ຫ<u>ລ</u>າ<u>ຍ</u>ເ<u>ກ</u>ີ<u>ນ</u>ໄ<u>ປ</u>. **19.** ດ<u>ັ</u>ງ<u>ໂ</u>ຢ<u>ເ</u>ຊ<u>ັ</u>ບ,ໄ<u>ຮ</u>ຣ<u>ັ</u>ມ<u>ກ</u>ໍ<u>ມ</u>ີ<u>ໃ</u>ຈ<u>ຈ</u>ິ<u>ງ</u>ດ<u>ວ</u>ຍ. **20.** ພ<u>ຣ</u>ະ<u>ຄ</u>ິ<u>ດ</u>ຊ<u>ົ</u>ງ<u>ເ</u>ປ<u>ັ</u>ນ<u>ທ</u>າ<u>ງ</u>ດ<u>ຽ</u>ວ<u>ເ</u>ທ<u>ົ</u>າ<u>ນ</u>ັ<u>ນ</u>ທ<u>ີ</u>່ຈ<u>ະ</u>ກ<u>ັ</u>ບ<u>ຄ</u>ືນ<u>ໄ</u>ປ<u>ຫ</u>າ<u>ພ</u>ຣ<u>ະ</u>ເ<u>ຈ</u>ົ<u>ານ</u>ໄ<u>ດ</u>.

Colloquial Particles and Filler Words

C. **1.** ກ<u>ັ</u>ບ<u>ຄ</u>ືນ<u>ມ</u>າ<u>ສ</u>ອ<u>ນ</u>ຂ<u>ອ</u>ຍ<u>ອ</u>ີ<u>ກ</u>ເ<u>ດ</u>ີ! **2.** ຊ<u>ອ</u>ຍ<u>ຂ</u>ອ<u>ຍ</u>ໄ<u>ຂ</u>ປ<u>ະ</u>ຕ<u>ູ</u>ທ<u>ັ</u>ນ<u>ແ</u>ດ. **3.** ເ<u>ຈ</u>ົ<u>າ</u>ຮ<u>ູ</u>ສ<u>ຶ</u>ກ<u>ແ</u>ນ<u>ວ</u>ໃ<u>ດ</u>ແ<u>ດ</u>ກ<u>ງ</u>ໍ<u>ວ</u>ກ<u>ັ</u>ບ<u>ສ</u>ິ<u>ງ</u>ທ<u>ີ</u>່<u>ພ</u>ວ<u>ກ</u>ເ<u>ຮ</u>ົ<u>າ</u>ກ<u>ຳ</u>ລ<u>ັ</u>ງ<u>ສ</u>ອ<u>ນ</u>? **4.** ໄ<u>ປ</u>ໂ<u>ບ</u>ດ<u>ສ</u>າ<u>ເ</u>ພ<u>າ</u>ະ<u>ໂ</u>ດ<u>ຍ</u>ການ<u>ນ</u>ັ<u>ນ</u>ເ<u>ຈ</u>ົ<u>ານ</u>ຈ<u>ຶ</u>ງ<u>ຊ</u>ິ<u>ຮ</u>ູ<u>ສ</u>ຶ<u>ກ</u>ພ<u>ຣ</u>ະ<u>ວ</u>ິ<u>ນ</u>ຍ<u>ານ</u>ບ<u>ໍ</u>ລ<u>ິ</u>ສ<u>ຸ</u>ດ.

D. **1.** ສ<u>ະ</u>ນ<u>ັ</u>ນ<u>ເ</u>ຈ<u>ົ</u>ານ<u>ຮ</u>ູ<u>ສ</u>ຶ<u>ກ</u>ວ<u>ານ</u>ເ<u>ຈ</u>ົ<u>ານ</u>ບ<u>ໍ</u>່ມ<u>ີ</u>ສ<u>ັ</u>ດ<u>ທ</u>າ<u>ພ</u>ຽ<u>ງ</u>ພ<u>ໍ</u>ທ<u>ີ</u>່<u>ຈ</u>ະ<u>ເ</u>ຮ<u>ັ</u>ດ<u>ຕ</u>າ<u>ມ</u>ພ<u>ຣ</u>ະ<u>ເ</u>ຢ<u>ຊ</u>ູ<u>ຄ</u>ິ<u>ດ</u>ຊ<u>ັ</u>ນ<u>ບ</u>ໍ<u>ໍ</u>? (You are asking for clarification so you wouldn’t use ນໍ.) **2.** Correct **3.** ຂ<u>ໍ</u>ໃ<u>ຫ</u>ເ<u>ຈ</u>ົ<u>ານ</u>ອ<u>ານ</u>ພ<u>ຣ</u>ະ<u>ຄ</u>ຳ<u>ພ</u>ີ<u>ຂ</u>ໍ<u>ນ</u>ີ<u>ແ</u>ດ. **4.** ຂ<u>ອ</u>ຍ<u>ບ</u>ໍ<u>ຮ</u>ູ<u>ວ</u>ິ<u>ທ</u>ີ<u>ອ</u>ະ<u>ທ</u>ິ<u>ຖ</u>ານ<u>ຢ</u>າ<u>ງ</u>ຖ<u>ືກ</u>ຕ<u>ອ</u>ງ<u>ຫ</u>ະ<u>ໜ</u>າ.

Review: Contrasting Attitudes, Emotions, and Feelings

A. ແ<u>ອ</u>ວ<u>ເ</u>ດ<u>ເ</u>ສ<u>ມ</u>ເ<u>ປ</u>ັ<u>ນ</u>ແ<u>ອ</u>ວ<u>ເ</u>ດ<u>ໃ</u>ໝ<u>ຢ</u>ູ<u>ເ</u>ຂ<u>ດ</u>ນ<u>ີ</u>ແ<u>ລ</u>ະ<u>ແ</u>ອ<u>ວ</u>ເ<u>ດ</u>ສ<u>ະ</u>ມ<u>ິ</u>ດ<u>ເ</u>ປ<u>ັ</u>ນ<u>ຄ</u>ູ<u>ໃ</u>ຫ<u>ຍ</u>ຂ<u>ອ</u>ງ<u>ເ</u>ພ<u>ິ</u>ນ. ຕ<u>ອ</u>ນ<u>ເ</u>ຊ<u>ົ</u>ານ<u>ມ</u>ື<u>ທ</u>ໍ<u>ອ</u>ິ<u>ດ</u>ແ<u>ອ</u>ວ<u>ເ</u>ດ<u>ສ</u>ະ<u>ມ</u>ິ<u>ດ</u>ເ<u>ອ</u>ົ<u>າ</u>ແ<u>ຜ</u>ນ<u>ທ</u>ີ<u>ເ</u>ຂ<u>ດ</u>ອ<u>ອ</u>ກ<u>ແ</u>ລ<u>ະ</u>ວ<u>າ</u>”<u>ນ</u>ີ<u>ແ</u>ຫ<u>ລ</u>ະ<u>ແ</u>ມນ<u>ເ</u>ຂ<u>ດ</u>ເ<u>ຮ</u>ົ<u>າ</u>! ເ<u>ຮ</u>ົ<u>າ</u>ຈ<u>ະ</u>ໄ<u>ປ</u>ຢ<u>າ</u>ມ<u>ຜ</u>ູ<u>ສ</u>ົ<u>ນ</u>ໃ<u>ຈ</u>ແ<u>ຕ</u>ລ<u>ະ</u>ຄ<u>ົ</u>ນ<u>ໃ</u>ຫ<u>ເ</u>ຂ<u>ົ</u>າ<u>ພ</u>ົ<u>ບ</u>ເ<u>ຈ</u>ົ<u>າ</u>” “ຂ<u>ອ</u>ຍ<u>ຢ</u>ານ<u>ໄ</u>ປ<u>ພ</u>ົ<u>ບ</u>ເ<u>ຂ</u>ົ<u>າ</u>ເ<u>ຈ</u>ົ<u>ານ</u>ເ<u>ພ</u>າ<u>ະ</u>ບ<u>ໍ</u>່ຮ<u>ູ</u>ພ<u>ູ</u>ພ<u>າ</u>ສ<u>າ</u>ລ<u>າ</u>ວ“ ຂ<u>ອ</u>ຍ<u>ວ</u>າ. “ບ<u>ໍ</u>່ເ<u>ປ</u>ັ<u>ນ</u>ຫ<u>ຍ</u>ັ<u>ງ</u>ດ<u>ອ</u>ກ<u>ເ</u>ດ<u>ີ</u>!” ເ<u>ພ</u>ິ<u>ນ</u>ວ<u>າ</u> “ເ<u>ບ</u>ິ<u>ງ</u>ແ<u>ມ</u>! ກ<u>ອ</u>ນ<u>ຂ</u>ອ<u>ຍ</u>ມ<u>າ</u>ເ<u>ປ</u>ັ<u>ນ</u>ຜ<u>ູ</u>ສ<u>ອ</u>ນ<u>ສ</u>າ<u>ດ</u>ສ<u>ະ</u>ໜ<u>າ</u>ຂ<u>ອ</u>ຍ<u>ກ</u>ໍ<u>ບ</u>ໍ<u>ໍ</u>ຮ<u>ູ</u>ພ<u>ູ</u>ພ<u>າ</u>ສ<u>າ</u>ລ<u>າ</u>ວ<u>ລ</u>າ<u>ວ</u>ຄ<u>ື</u>ກ<u>ັ</u>ນ<u>ແ</u>ຕ<u>ພ</u>ຣ<u>ະ</u>ເ<u>ຈ</u>ົ<u>ານ</u>ໄ<u>ດ</u>ມ<u>າ</u>ຊ<u>ອ</u>ຍ<u>ຂ</u>ອ<u>ຍ</u>. ຖ<u>າ</u>ເ<u>ຈ</u>ົ<u>ານ</u>ເ<u>ຮ</u>ັ<u>ດ</u>ວ<u>ງ</u>ກ<u>ໄ</u>ດ<u>ຍ</u>ສ<u>ຸ</u>ດ<u>ພ</u>ະ<u>ລ</u>ັ<u>ງ</u>ພ<u>ຣ</u>ະ<u>ເ</u>ຈ<u>ົ</u>ານ<u>ຊ</u>ິ<u>ມ</u>າ<u>ຊ</u>ອ<u>ຍ</u>ເ<u>ຈ</u>ົ<u>ານ</u>ໄ<u>ດ</u>ອ<u>ກ</u>. ຄ<u>ຳ</u>ນ<u>ີ</u>ໄ<u>ດ</u>ຊ<u>ອ</u>ຍ<u>ຂ</u>ອ<u>ຍ</u>ເ<u>ຢ</u>ັ<u>ນ</u>ໃ<u>ຈ</u>ແ<u>ລ</u>ະ<u>ຂ</u>ອ<u>ຍ</u>ວ<u>າ</u>: “ໄ<u>ປ</u>ເ<u>ຫ</u>າ<u>ະ</u>!” ໃ<u>ນ</u>ທ<u>ໍ</u>ອ<u>ິ</u>ດ<u>ເ</u>ຮ<u>ົ</u>າ<u>ໄ</u>ປ<u>ຢ</u>ານ<u>ມ</u>ານ<u>ແ</u>ມ<u>ຄ</u>ຳ<u>ສ</u>ຸ<u>ກ</u>. ເ<u>ມ</u>ື<u>ອ</u>ເ<u>ຮ</u>ົ<u>າ</u>ເ<u>ຂ</u>ົ<u>າ</u>ໄ<u>ປ</u>ໃ<u>ນ</u>ບ<u>ານ</u>ເ<u>ພ</u>ິ<u>ນ</u>ຢ<u>ານ</u>ຂ<u>ອ</u>ຍ<u>ຈ</u>ຶ<u>ງ</u>ໜ<u>ີ</u>ໄ<u>ປ</u>ທ<u>ັ</u>ນ<u>ທ</u>ີ. ແ<u>ມ</u>ເ<u>ປ</u>ັ<u>ນ</u>ຄ<u>ົ</u>ນ<u>ເ</u>ຕ<u>ງ</u>ແ<u>ຕ</u>ໃ<u>ຈ</u>ດ<u>ີ</u>ອ<u>ີ</u>ຫ<u>ລ</u>ິ! ເ<u>ພ</u>ິ<u>ນ</u>ເ<u>ຮ</u>ັ<u>ດ</u>ອ<u>າ</u>ຫ<u>ານ</u>ໃ<u>ຫ</u>ເ<u>ຮ</u>ົ<u>າ</u>ກ<u>ິ</u>ນ<u>ທ</u>ີ<u>ຫ</u>ອ<u>ມ</u>ດ<u>ີ</u>.“ແ<u>ອ</u>ວ<u>ເ</u>ດ<u>ເ</u>ຄ<u>ີ</u>ຍ<u>ກ</u>ິ<u>ນ</u>ອ<u>າ</u>ຫ<u>ານ</u>ລ<u>າ</u>ວ<u>ມ</u>າ<u>ກ</u>ອ<u>ນ</u>ບ<u>ໍ</u>?” ເ<u>ພ</u>ິ<u>ນ</u>ວ<u>າ</u>. “ຂ<u>ອ</u>ຍ<u>ບ</u>ໍ<u>ເ</u>ຄ<u>ີ</u>ຍ<u>ກ</u>ິ<u>ນ</u>ອ<u>າ</u>ຫ<u>ານ</u>ເ<u>ອ</u>ເ<u>ສ</u>ງ,<u>ຫ</u>ະ<u>ໜ</u>ານ.” ຂ<u>ອ</u>ຍ<u>ວ</u>າ. “ໂ<u>ອ</u>! ກ<u>ິ</u>ນ<u>ສ</u>ານ!” ເ<u>ພ</u>ິ<u>ນ</u>ວ<u>າ</u>. ຕ<u>ັ</u>ງ<u>ແ</u>ຕ<u>ນ</u>ັ<u>ນ</u>ມ<u>າ</u>ຂ<u>ອ</u>ຍ<u>ຮ</u>ັ<u>ກ</u>ຄ<u>ົ</u>ນ<u>ລ</u>າ<u>ວ</u>.

B. **1.** ກ<u>ານ</u>ຮ<u>ັ</u>ກ<u>ສ</u>າ<u>ພ</u>ຣ<u>ະ</u>ບ<u>ັ</u>ນ<u>ຍ</u>ັ<u>ດ</u>ຂ<u>ອ</u>ງ<u>ພ</u>ຣ<u>ະ</u>ເ<u>ຈ</u>ົ<u>ານ</u>ບ<u>ໍ</u>ໍ<u>ງ</u>ໆ<u>ຍ</u>ດ<u>ອ</u>ກ. **2.** ພ<u>ຣ</u>ະ<u>ເ</u>ຢ<u>ຊ</u>ູ<u>ວ</u>ໍ<u>ານ</u>: “ຈ<u>ົ</u>ງ<u>ກ</u>ັ<u>ບ</u>ໃ<u>ຈ</u>ແ<u>ລ</u>ະ<u>ຮ</u>ັ<u>ບ</u>ບ<u>ັ</u>ບ<u>ຕ</u>ິ<u>ດ</u>ສ<u>ະ</u>ມ<u>າ</u>ສ<u>າ</u>!” **3.** ລ<u>າ</u>ວ<u>ເ</u>ປ<u>ັ</u>ນ<u>ສ</u>ານ<u>ະ</u>ຊ<u>ິ</u>ກ<u>ວ</u>ໍ<u>ານ</u>ວ<u>ານ</u>ວ<u>ານ</u>. **4.** ຢ<u> າ</u>ລ<u>ືມ</u>ອ<u>ະ</u>ທ<u>ິ</u>ຖ<u>ານ</u>ຕ<u>ອ</u>ນ<u>ແ</u>ລ<u>ງ</u>ນ<u>ີ</u>ເ<u>ດ</u>ີ! **5.** ຂ<u>ອ</u>ຍ<u>ຫ</u>ິ<u>ວ</u>ນ

Time and Date

A. **1.** ແປດໂມງເຊົ້າ. **2.** ສາມໂມງສິບຫ້າ(ນາທີ)ຕອນຄ່ຳ. **3.** ສາມໂມງສີ່ສິບຫ້າຕອນບ່າຍ or ສິບຫ້ານາທີກ່ອນສີ່ໂມງບ່າຍ. **4.** ຫ້າໂມງສາມສິບເກົ້າຕອນແລງ. **5.** ສິບໂມງສີ່ສິບແປດຕອນເຊົ້າ. **6.** ບ່າຍໂມງສິບເກົ້ານາທີ. **7.** ຕອນທ່ຽງ. **8.** ເຈັດໂມງສີ່ສິບຫ້າຕອນເຊົ້າ or ສິບຫານາທີກ່ອນແປດໂມງເຊົ້າ. **9.** ສີ່ໂມງສິບຫານາທີຕອນບ່າຍ. **10.** ບ່າຍໂມງ.

B. **1.** ເຮົາຊິມາຕອນສິບເອັດໂມງເຊົ້າ. **2.** ການປະຊຸມໂບດເລີ່ມສິບໂມງເຊົ້າ. **3.** ການປະຊຸມບັບຕິດສະມາໆຈະເກີດຂຶ້ນວັນເສົາຕອນຫົກໂມງແລງ. **4.** ກິດຈະກຳເລີ່ມຕອນຫົກໂມງເຄິ່ງແລງຮອດແປດໂມງ. **5.** ພວກຂະນອຍມາຢ່ຳມຢ່ານທານຕອນສອງໂມງເຄິ່ງບ່າຍໄດ້ບໍ? **6.** ເຮົາມີການປະຊຸມວັນອາທິດຕອນເກົ້າໂມງເຊົ້າ. **7.** ເຮົາມີນັດສອນວັນຈັນຕອນແປດໂມງແລງ. **8.** ທານຊິກັບມາວັນສຸກາຈັ່ງໂມງ? **9.** ເຮົາຊິມາເອົາຮັບນໆວັນ ອາທິດຕອນສິບຫານາທີກ່ອນສິບໂມງເຊົ້າ. **10.** ເຫດການໃດທານຈຶ່ງໄດລຸກຂຶ້ນຕອນສາມໂມງເຄິ່ງຄ່ຳ? **11.** ມື້ນີ້ແມນເດືອນແປດວັນທີສິບແປດ. **12.** ມື້ອື່ນແມນວັນສຸກ. **13.** ສາດສະໜາຈັກນີ້ຖືກຈັດຕັ້ງຂຶ້ນໃນເດືອນສີ່ວັນທີ່ຫົກປີພັນແປດຮອຍສາມສິບ. **14.** ວັນອາທິດໜາແມນເດືອນສາມວັນທີ ໜຶ່ງ. **15.** ໂຢເຊັບສະມິດໄດ້ພາບທີ່ມາໃຫ້ເຫັນທ່ຳອິດໃນປີພັນແປດຮອຍຊາວ. **16.** ເຮົາຈະມີການປະຊຸມວັນອັງຄານຕອນເຈັດໂມງເຄິ່ງແລງ. **17.** ມື້ນີ້ ແມນເດືອນສິບສອງວັນທີ່ຊາວສາມປີສອງພັນແປດ. **18.** ການປະຊຸມບັບຕິດສະມາຈະເລີ່ມວັນເສົາຕອນຫົກໂມງແລງ. **19.** ມັນສະດວກໃຫ້ພວກທານບ່ຖາເຮົາເລີ່ມຕອນຫ້າໂມງເຄິ່ງແລງ? **20.** ເຈົ້າເລີກງານວັນເສົາຕອນຈັກໂມງ?

C. **1.** ດຽວນີ້ສີ່ໂມງເຄິ່ງ. **2.** ກອງປະຊຸມຈະເກີດຂຶ້ນເດືອນສີ່ວັນທີຫ້າ. **3.** ດຽວນີ້ເຈັດໂມງເຄິ່ງຕອນເຊົ້າ. **4.** ຂອ້ຍເກີດໃນປີພັນເກົ້າຮອ້ຍແປດສິບເກົ້າ. **5.** ມື້ນີ້ແມນວັນພຣະຫັດ. **6.** ດຽວນີ້ບ່າຍໂມງເຄິ່ງ.

D. **1.** Correct **2.** ເຮົາຕອ້ງກັບຄືນເມືອບ້ານເກົ້າໂມງເຄິ່ງແລງ. **3.** ມື້ວານນີ້ແມ່ນວັນອາທິດ. **4.** Correct **5.** Correct. **6.** Correct

Locality

A. **1.** ເຮົາໄດ້ມາໜີ້ທີ່ຈະຮັບຮ່າງກາຍ. **2.** ແອລມາໄປພ້ນທີ່ຈະສອນຊາວໂຊລັມ. **3.** ເມື່ອເພິ່ນໄປຫັ້ນເພິ່ນຫາບ້ນທຶກາທອງຄ່ຳ. **4.** ອະທິການມານີ້ນ ຳ ເຮົາທີ່ຈະສອນເລື່ອງໂບດ. **5.** ຂະນະຢູໜຸນແອລມາແຕງຕັ້ງປະໂລຫິດທີ່ຈະສອນປະຊາຊົນ. **6.** ພຣະເຢຊູຄິດຊິງໄດມາໜີ້ທີ່ຈະຊິດໃຊ້ບາບຂອງເຮົາ.

B. **1.** ຂອບໃຈທີ່ໄດ້ເຊີນເຮົາມາໜີ້. **2.** ຂະນະທີ່ພຣະອົງຢູ່ນີ້ພຣະອົງຊິງໄດ້ແຕ່ງຕັ້ງອັກຄະສາວົກ. **3.** ມັນມີອານາຈັກສາມແຫ່ງ. **4.** ອັນນີ້ແມນຮູບຂອງໂຢເຊັບສະມິດ.

C. **1.** Correct **2.** ເມື່ອເຮົາມາໜີ້ເຮົາລືມຊີວິດເກົ່າຢູ່ນ ຳພຣະຜູ້ເປັນເຈ້ົາ. **3.** ເມື່ອເຮົາໄປທີ່ນັ້ນເຮົາຊິມີຮ່າງກາຍທີ່ດີພອ້ມ. **4.** Correct

Review: Time, Date, and Location

A. ແອວເດີສີແລະແອວເດີຈອນຊັນມີນັດສອນຜູ້ສົນໃຈຕອນເຈັດໂມງແລງແຕ່ເຂົາເຈ້ົາມີປັນຫາ. ເຂົາເຈ້ົາບ່ຈ່ືວ່າຜູ້ສົນໃຈອາໄສຢ່ໃສ. ສະນັ້ນ ເຂົາຈ່ືງເບ່ິງແຜນທ່ີເພ່ືອຮັບຮູ້ວ່າຜູ້ສົນໃຈຢ່ທ່ີໃບ້ອນໃດ. ແອວເດີສີພົບທ່ີຢ່ກ້ອນຄູສ້ອນສາດສະໜາຂອງລາວແລະເວ້ົາວ່າ:ຢ່ນ້ັນ! ເພ ຼາ ະວ່າເຂົາເຈ້ົາບ່ຢ ຼາກ ຼາ ມ ຼາ ຊ ຼາ ເຂ ຼາ ເຈ ຼາ ຈ ຼ ຼ ຼ ຟ ຼ ວ ຼ ໄປບ ຼາ ນ ຂ ຼ ຼ ຼ ຜ ຼ ສ ຼ ນ ໃ ຈ. ເ ຼ ຼ ຼ ອ ຼ ຕ ຼ ແ ຼ ວ ເ ຂ ຼ ເ ຄ ຼ ະ ປ ຕ ຼ ແ ຼ ະ ຜ ຼ ຍ ຼ ງ ຫ ຼ ນ ຼ ໄ ຂ ມ ນ. "ສ ຼ ນ ຢ ຼ ບ ຼ ?" ເ ຂ ຼ ເ ຈ ຼ ຖ ຼ ມ. ຜ ຼ ຍ ຼ ງ ຕ ຼ ບ ວ ຼ ,"ເ ຼ ພ ຼ ນ ບ ຼ ຢ ຼ . ຂ ຼ ໂ ຫ ດ." ພ ຼ ກ ແ ອ ເ ດ ຜ ດ ຫ ວ ງ ຫ ລ ຍ ເ ຼ ຼ ະ ວ ສ ນ ລ ມ ນ ດ ຂ ຼ ເ ຂ ຼ ຕ ຼ ບ ເ ຈ ດ ໂ ມ ງ ແ ລ ງ. ຜ ຼ ຍ ຼ ງ ບ ກ ເ ຂ ຼ ວ ລ ວ ອ ດ ໄ ປ ຫ ລ ນ ໄ ຜ ຢ ຼ ເ ຮ ນ ຂ ຼ ສ ງ ວ ລ ວ . "ຢ ຼ ໃ ສ?" ເ ຂ ຼ ຖ ມ. "ຢ ຼ ພ ຼ ນ," ຍ ງ ຕ ຼ ບ. ຫ ລ ງ ຈ ກ ນ ນ ເ ຂ ຼ ໄ ປ ພ ບ ສ ນ ຢ ຼ ບ ນ ຂ ຼ ງ ຫ ມ ລ ວ .

B. **1.** ໂບດຂອງເຮົາຢ່ພຸ້ນ. (Study "Locality") **2.** ສີທ ຼາ ອ ຼ ໄ ສ ຢ ຼ ນ ີ ແ ມ ນ ບ ຼ ? (Study "Locality") **3.** ພ ກ ເ ຮ ໄ ປ ໂ ບ ດ ແ ລ ະ ຮ ບ ສ ນ ລ ລ ກ ວ ນ ຼ ອ ທ ດ. (Study "Time and Date") **4.** ມ ນ ີ ແ ມ ນ ວ ນ ທ ເ ທ ໃ ດ? ມ ນ ີ ແ ມ ນ ເ ດ ອ ນ ສ ບ ວ ນ ທ ແ ປ ດ. (Study "Time and Date") **5.** ນ ີ ແ ມ ນ ພ ຣ ຄ ຳ ພ ມ ນ ອ ນ ເ ຊ ງ ເ ປ ນ ບ ນ ທ ກ ຂ ງ ຊ ຼ ວ ອ ນ ີ ໄ ຟ. (Study "Locality") **6.** ພ ກ ເ ຮ ສ ະ ຫ ລ ລ ວ ນ ວ ນ ເ ກ ດ ຂ ງ ພ ຣ ຄ ດ ໃ ນ ເ ດ ອ ນ ທ ນ ວ . (Study "Time and Date") **7.** ພ ກ ເ ຮ ສ ະ ຫ ລ ລ ວ ກ ນ ເ ປ ນ ດ ນ ມ ຈ ກ ຕ ຍ ຂ ງ ພ ຣ ຄ ດ ໃ ນ ເ ດ ອ ນ ເ ມ ສ . (Study "Time and Date") **8.** ຫ ລ ງ ເ ຂ ຼ ຂ ງ ເ ຮ ຢ ຼ ຫ ນ. (Study "Locality") **9.** ໂ ບ ດ ຂ ງ ເ ຮ ເ ລ ມ ຕ ນ ສ ບ ໂ ມ ງ ເ ຄ ງ . (Study "Time and Date") **10.** ພ ກ ເ ຮ ຊ ກ ບ ບ ນ ກ ນ ເ ຂ ຼ ສ ບ ຫ ນ ນ ທ ກ ອ ນ ບ ຍ ໂ ມ ງ . (Study "Time and Date")

C. **1.** ເ ຈ ຼ ຢ ຼ ມ ນ ີ ດ ນ ປ ນ ໃ ດ ແ ລ ວ ? **2.** ຈ ນ ີ ຢ ຼ ນ ນ . **3.** ເ ຮ ງ ຈ ສ ມ ພ ດ ວ ນ ເ ສ ຕ ນ ຫ ກ ໂ ມ ງ ເ ຄ ງ ແ ລ ງ . **4.** ເ ຈ ຼ ຢ ຼ ໃ ສ? ຂ ອ ຍ ຢ ຼ ພ ຼ ນ . **5.** ເ ຮ ສ ະ ຫ ລ ລ ວ ນ ວ ນ ກ ະ ຕ ນ ຢ ໃ ນ ເ ດ ອ ນ ພ ດ ສ ຈ ກ . **6.** ຕ ກ ໂ ບ ດ ຢ ຼ ຫ ນ . **7.** ບ ນ ຂ ງ ເ ພ ອ ນ ເ ຈ ຼ ຢ ຼ ໃ ສ? **8.** ກ ນ ປ ຊ ມ ໃ ຫ ຍ ຢ ຼ ຕ ກ ໂ ບ ດ ໃ ດ? **9.** ຂ ພ ບ ກ ນ ຢ ບ ນ ເ ພ ອ ນ ຂ ງ ເ ຈ ຼ ຕ ອ ນ ຫ ໂ ມ ງ ແ ລ ງ ໄ ດ ບ ? **10.** ດ ງ ນ ີ ຫ ໂ ມ ງ ເ ຄ ງ ຕ ອ ນ ແ ລ ງ . **11.** ໃ ນ ປ ພ ນ ແ ປ ດ ຮ ອ ຍ ຊ ວ ພ ຣ ເ ຈ ຼ ຊ ງ ໄ ດ ແ ຍ ພ ຣ ຫ ດ ຕ ເ ຮ ອ ກ ໂ ດ ຍ ຄ ວ ນ ຮ ກ . **12.** ແ ຕ ກ ຂ ອ ຍ ກ ຢ ກ ນ ຄ ກ ນ . **13.** ກ ນ ເ ປ ດ ເ ຜ ຍ ງ ວ ກ ບ ຖ ນ ະ ປ ະ ໂ ລ ຫ ດ ຖ ກ ມ ອ ບ ໃ ຫ ເ ຮ ໃ ນ ປ ພ ນ ເ ກ ຮ ອ ຍ ເ ຈ ດ ສ ບ ແ ປ ດ. **14.** ເ ຮ ຕ ອ ງ ສ ນ ແ ສ ງ ຢ ໂ ບ ດ.

E. **1.** e **2.** a **3.** h **4.** b **5.** c **6.** g **7.** d **8.** f